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ABSTRACT

This publication highlights the work of institutions of higher education and their surrounding communities throughout the United States. These institutions are responding to the responsibilities and possibilities of their educational and social missions by mobilizing their resources in ways that benefit the institutions and the communities, creating partnerships that take advantage of their collective resources. In this listing of schools and programs, institutions are grouped according to the following categories: service learning; service provision; faculty involvement; student volunteerism; community in the classroom; applied research; and major institutional change. For each listing, the name of the institution, the program, and the president are presented, followed by a brief description of the program. An index of contact information is included. (SM)

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University-Community Partnerships:

Current Practices
Volume II
October 1996
Last Revised 3/25/99

U.S. Department of Housing and Urban Development
Office of Policy Development and Research
Office of University Partnerships

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TOPICS

- about oup
- in the news
- funding
- scholarly activities
- outreach
- publications
- university chat
- conferences/meetings
- phone book

October 1996

TABLE OF CONTENTS

Foreword

Introduction

Service Learning

Service Provision

Faculty Involvement

Student Volunteerism

Community in the Classroom

Applied Research

Major Institutional Change

Contact Index

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Last revised: 3/25/1999

HUD HOME OUP HOME SEARCH SUGGESTION BOX

TOPICS
about oup
in the news
funding
scholarly activities
outreach
publications
university chat
conferences/meetings
phone book

Foreword

An increasing number of universities, colleges, and community colleges across the country are taking on the complex challenges facing American communities, developing partnerships with other local institutions and groups to marshall ideas and resources that can help revitalize neighborhoods and create opportunities citywide. Universities, colleges, and community colleges are uniquely positioned to fulfill this vital mission: They are major employers, centers of culture and education, investors, real estate developers, centers of applied technology, and concentrations of energetic and creative people. This publication, like its predecessor, highlights numerous partnerships that institutions of higher education have forged with their communities to mobilize their collective resources for the benefit of both. These partnerships exemplify the exciting possibilities nurtured by the commitment of these institutions to fulfilling both their educational and social responsibilities in the community. The U.S. Department of Housing and Urban Development and its Office of University Partnerships applaud the inventiveness and spirit of these universities, colleges, and community colleges, and hope their innovative examples will spur the expansion or initiation of similar partnerships across the Nation.

Michael A. Stegman
Assistant Secretary for Policy
Development and Research

Contents Next

Last revised: 3/25/1999

HUD HOME OUP HOME SEARCH SUGGESTION BOX

TOPICS
about oup
in the news
funding
scholarly activities
outreach
publications
university chat
conferences/meetings
phone book

Introduction

UNIVERSITY-COMMUNITY PARTNERSHIPS: MEETING THE URBAN CHALLENGE

University-Community Partnerships: Current Practices, Volume II celebrates the activities of 225 universities, colleges, and community colleges that are making their communities better places to live, work, and learn. These institutions are making a difference in their communities through 328 creative partnerships with local governments, community-based organizations, school districts, and public housing authorities. This volume of Current Practices is considerably larger than the 1995 compilation, with 76 more projects being recognized by HUD s Office of University Partnerships (OUP). This increase in initiatives demonstrates the growing responsibility universities and colleges are taking to help improve their communities. As the profiles in this report so amply demonstrate, universities, colleges, and community colleges are increasingly using their tremendous physical, economic, and intellectual resources in communities large and small in many innovative ways. They are working to facilitate economic development, provide much-needed social services, team with public schools, offer technical assistance to community-based organizations, target their research to meeting community needs, and create opportunities for faculty, students, and community residents to learn from one another.

To help and encourage institutions of higher education to undertake such activities, Secretary Henry G. Cisneros established the Office of University Partnerships in 1994. OUP will continue to recognize and support universities and colleges as they forge and expand partnerships that address urban problems, from the neighborhood level to citywide. By serving as role models for other institutions of higher education, the partnerships illustrated in this second edition of Current Practices lay the foundation for future university-community collaborations across the Nation.

Indeed, many institutions highlighted in the first Current Practices have taken their partnership activities to new levels of involvement. For example, some colleges and universities are involved in their local Empowerment Zone/Enterprise Community or in HOPE VI public housing revitalization activities. Others have expanded an earlier partnership with a single organization, such as a school district or public housing development, to take on more comprehensive neighborhood activities. Still others have initiated urban community service programs with students and faculty.

Based on information provided by contributing universities, colleges, and community colleges, the program profiles that follow have been assigned to categories that most closely represent the programs' roles within their communities, especially in cases where the programs contain elements that overlap categories. The range of models represented by the profiles can serve to spur widespread replication, as these and other institutions grapple with the common as well as unique challenges facing their individual communities.

Previous Contents Next

[illegible]

Last revised: 3/25/1999

HUD HOME OUP HOME SEARCH SUGGESTION BOX

TOPICS
about oup
in the news
funding
scholarly activities
outreach
publications
university chat
conferences/meetings
phone book

Service Learning

Alderson-Broaddus College

Stephen E. Markwood, President

College Hill
Philippi, WV 26416

School Business Partnership

This partnership between Alderson-Broaddus College in Philippi, West Virginia, and the local Barbour County schools serves approximately 3,000 students in grades K-12. The collaboration is an effort to improve both partners' programs of study, to provide curriculums in needed areas within the local school system, and to assist the schools in the development of technology. Since the partnership was initiated, Alderson-Broaddus students have worked on developing and implementing the school system's computer technology program, and students in the college's school nurse program have developed and taught a sex education program for elementary school children. The college students also help with local school events and tutor at-risk students in afterschool programs at the local senior high school, three middle schools, and five elementary schools. Many Alderson-Broaddus students then complete their field experience and student teaching requirements in the county school system.

Bernard M. Baruch College

Matthew Goldstein, President

17 Lexington Avenue
New York, NY 10010

Clark Foundation Fellows Program

The Baruch College School of Public Affairs administers the Clark Foundation Fellows Program. The college, located in New York City, is 1 of 27 universities that may nominate students for scholarships to the program, which prepares students for leadership positions in community-based and nonprofit organizations. In their senior year, students take part in preparatory projects. During the next 2 years, students must be enrolled in a master's program pertaining to nonprofit management and work full time in a nonprofit or community-based organization of their choice. The six students chosen receive 2 years of salary support and $10,000 toward tuition for an appropriate master's degree program.

Bowie State University

Nathanael Pollard, Jr., President

14000 Jericho Park Road
Bowie, MD
20715-9465

Maryland Students Taking Academic Responsibility for Tomorrow

Maryland Students Taking Academic Responsibility for Tomorrow (MSTART) is an AmeriCorps tutoring program designed to improve the school readiness and success of low-income and academically disadvantaged students attending grades K-12 in Maryland's Anne Arundel, Charles, and Prince George's Counties. Operating in 32 designated public schools, MSTART incorporates service-learning opportunities for students as peer tutors; uses tutoring as a tool to help students advance academically; and supports national educational goals through resource sharing and links between higher education and cooperative community ventures. The MSTART Program takes advantage of relationships developed between public school systems and existing community-based activities supported by higher education. One essential project ingredient is an in-place supervisory/support structure used to assist in the introduction of MSTART AmeriCorps tutor leaders at the designated schools.

8

California State University, Chico

Manuel E. Esteban, President

West Second and
Cherry Streets
Chico, CA
95929-0750

Community Action Volunteers in Education

Students at California State University, Chico, can volunteer for 20 different service-learning programs serving residents of the Chico, California, area through the award-winning Community Action Volunteers in Education (CAVE) Program. CAVE's goal is to provide students with meaningful service-learning programs that serve a broad base of community needs. The university has formed general partnerships with several agencies and organizations that help fund and implement the volunteer effort. CAVE participants may earn university credits for their activities or participate strictly for the experience. All volunteers must keep a journal of their interactions, attend relevant workshops, submit a paper summarizing their volunteer efforts, and participate in other required activities.

Student volunteers mentor, tutor, and provide organized playtime for children through the Kids Program; provide support and companionship to adults and children with emotional and physical disabilities through the Hospital Program; and tutor adults in reading, writing, and English as a Second Language through the Adult Literacy Program. Student volunteers in the Adopt A Grandparent Program are matched with senior citizens who live alone and have few outside contacts to cultivate special one-on-one relationships that enrich both generations. This year, more than 1,899 CAVE participants provided more than 190,000 hours of volunteer service in the Chico area.

Concordia College

Paul J. Dovre, President

901 South
Eighth Street
Moorhead, MN
56562

Model Campus-Community Collaborations

Concordia College integrates community service and academic study through its service-learning program, which encourages students to study specific course content within the context of working in the community. As the result of a partnership between Concordia College and the Moorhead, Minnesota, Healthy Community Initiative, Concordia students are tutoring and mentoring the community's children. The Healthy Community Initiative, a citizen-driven effort to transform the way Moorhead raises its children, is focused on helping children achieve healthy, successful lives and on decreasing high-risk behaviors. Supported by the Concordia faculty, students help create and implement activities in six critical areas that affect children's growth and development, including positive values, social and educational competencies, and structured use of time. Working to achieve the goals of the initiative teaches students that they can make a difference in the way children grow up and gives children a unique opportunity to interact with adults other than their parents. Healthy Community Initiative supporters and participants include city officials, businesses, churches, local residents, and the school district.

Edinboro University of Pennsylvania

Foster F. Diebold, President

Canevin Hall
Pittsburgh, PA
15282-0502

Urban Seminar

The Urban Seminar provides an extensive diversity experience in an urban, multicultural setting for teacher education majors from rural areas. Held each spring in Philadelphia, the Urban Seminar is the result of collaboration among four universities in the Pennsylvania State System of Higher Education -- Edinboro, Lock Haven, Indiana, and Bloomsburg. Participating university students, who earn 3 semester hours of credit on completion of the 12-day seminar, become sensitized to the racial, ethnic, social, and economic diversity found in urban public schools. Seminar students tour schools in the central-east region of the Philadelphia School District, attend faculty and parent meetings, and visit neighborhood community centers, ethnic restaurants, and cultural centers. They assist teachers with regular lessons, tutor individual students, and help prepare daily lesson plans and instructional and resource materials.

More information on Edinboro University of Pennsylvania

John M. Patterson State Technical College

J. Larry Taunton, President

3920 Troy Highway
Montgomery, AL
36116-2699

Construction Education Partnership

The John M. Patterson State Technical College, located in Montgomery, Alabama, established the Construction Education Partnership with the Chamber of Commerce, local employers, industry associations, and schools and colleges to support economic development and to meet the critical training needs of the construction/maintenance industry in central Alabama. Using the "Wheels of Learning" curriculum developed by the National Center for Construction Education and Research, the partnership trains students in the specific skills needed to reach prescribed levels of performance in various trades. When students achieve their prescribed performance level, they may exit the program and seek employment. The industry provides nationally recognized credentials for the students and adds the students to a national employment register. Local employers give the students preference in hiring. By designing their training in all levels of the specific construction trades to complement the training offered in secondary schools, the John M. Patterson State Technical College minimizes training time and eliminates redundancy.

Lenoir-Rhyne College

***Ryan A. LaHurd,
President***

**P.O. Box 7483
Hickory, NC 28603**

Alexander County Reading Program

During the summer, 19 Lenoir-Rhyne elementary education majors served as interns at a summer reading camp to help Alexander County, North Carolina, youth improve their reading and communication skills. The children received individual attention with emphasis on reading, sharing their writing, and building self-esteem. Approximately 200 students in grades K-3 participated in the program. The summer reading camp involved collaboration among the county schools, Lenoir-Rhyne, and Appalachian State University.

Ridgecrest Outreach Program

Lenoir-Rhyne students conduct discussion sessions with parents of at-risk children who reside in public housing. The sessions are part of a required practicum for a Lenoir-Rhyne course offered to education majors at the sophomore and junior levels. At Ridgecrest Homes in southeast Hickory, recent discussions centered on how parents can facilitate learning and discipline in a positive environment to support their children's success in school. Two of the parent participants -- the chairwoman of the Hickory Housing Authority and the president of the Ridgecrest Parent-Children Involvement Committee -- are also education majors at the college and were instrumental in setting up this outreach partnership program.

More information on Lenoir-Rhyne College

Lynchburg College

Charles O. Warren, President

1501 Lakeside Drive
Lynchburg, VA
24501

Nursing Center for Health Promotion

The Nursing Center for Health Promotion, a partnership between the Department of Nursing at Lynchburg College and the Free Clinic of Central Virginia, Inc., plans and offers health education programs for clients of the Free Clinic and for the surrounding community. The Nursing Center for Health Promotion has offered about 70 programs on topics selected on the basis of clients' needs determined since the center's inception. Health programs have included Controlling High Blood Pressure, Controlling Diabetes, Weight Control, and Freedom From Smoking. Additional support programs are available in a wide range of areas, and periodic health promotion programs are offered in the waiting room on clinic nights. Also, nursing students visit diabetic patients in their homes to improve diabetes control and to prevent complications. This activity was developed through a grant from the U.S. Department of Health and Human Services and is supported through funding from the Greater Lynchburg Community Trust.

More information on Lynchburg College

Park College

Donald J. Breckon, President

8700 Northwest
River Park Drive
Parkville, MO
64152-3795

Partners Program

Through the Partners Program, Park College of Parkville, Missouri, has developed ongoing relationships with local governmental units, businesses, and community agencies to serve area residents, particularly within southern Platte County. One of the college's closest partnerships is with the city of Parkville, which uses Park College facilities for banquets, meetings, recreational activities, and recycling programs. In addition, the city has entered a joint agreement to use the college television studio for production and broadcasting of government access programs, including city council meetings, and it leases college land for a community park and walking trail. The college also maintains a partnership with Synergy House, a nonprofit agency serving troubled teenagers. Synergy House has leased college residential facilities to house runaways and abused children, and it recently built an administrative and family counseling center on university land. Park College maintains partnerships with community cultural organizations, including the Philharmonia of Greater Kansas City and the Bell Road Barn Players, a local theater group, and permits use of its oncampus concert hall and theater for rehearsals and performances. Also, Park College allows community groups to use campus facilities for special events and meetings such as the American Cancer Society's Annual Relay for Life and the March of Dimes Bike-A-Thon.

Rutgers University

Joseph A. Potenza, Provost

Thompson Hall
P.O. Box 231
New Brunswick, NJ
08903-0231

Graduate Planning Studio

Rutgers' Graduate Planning Studio, required of all students in the Master of City and Regional Planning Program, focuses on community and economic development and other planning issues in New Jersey municipalities. Each studio project is established with municipal officials and/or other appropriate governmental and nonprofit participants. Students work in teams and present comprehensive team reports upon completion of the projects. Recent studio projects have included revitalization of a large East Orange neighborhood, redevelopment of downtown Plainfield, integrated revitalization of Paterson's central business district and its adjacent historic district, and rationalization and redevelopment of a mixed industrial and residential neighborhood.

More information on Rutgers University

Simpson College

James M. Grant, President

Parkview Project

Simpson College's Teacher Credentialing Program has teamed with the local police department to offer children in the Parkview neighborhood of Redding, California, tutoring and recreational activities. Seventy-five Simpson students tutor neighborhood children in three schools for an hour twice weekly and provide help with their homework. After 1 hour brushing up on spelling, math, and reading, the 7-to-12-year-old children are led in a 1-hour sports program by volunteer police officers. Although Simpson students are required to volunteer 10 hours to the project as part of their "Issues in Multicultural Education" class, most volunteer for the entire semester, expanding their role as tutor to function more as big sisters and brothers. The college notes that this coordinated effort among Simpson students, the police department, and the Redding Elementary Public School District is a one-of-a-kind program in the State of California and is intended to establish positive relationships between grade school children and the police. The project serves about 130 children, and each school has a waiting list.

Slippery Rock University

Robert N. Aebersold, President

Slippery Rock, PA
16057-1326

Head Start Collaborative

The Elementary Education/Early Childhood Department of Slippery Rock University and the Butler County Children's Center are working together to expand and enhance the educational experiences of Head Start children and undergraduate education majors in Pennsylvania. The university provides low-cost oncampus space for Butler County's Head Start Program, and undergraduate education majors prepare classroom activities for the children as part of their early education field experience. Since this project began during the 1993-94 school year, the children have participated in movement and dance classes, and in art, literacy, and computer activities. The project goal is to develop an ever-expanding web of opportunities for both educational groups.

Union College

Jack C. Phillips, President

310 College Street
P.O. Box 905
Barbourville, KY
40906

Freshman Success Weekend-Service Component

To introduce new students to community service opportunities, Union College's Freshman Success Weekend, funded through the Dean of Students' office, allots a 2-hour period during orientation weekend to involve incoming freshmen in hands-on community service activities. Working at 10 area sites near Barbourville, Kentucky, 100 students form small teams and volunteer for projects to support the city sanitation department, the local housing authority, advocacy agencies, a nursing home, a food pantry, and needy families. While students form new friendships and become acquainted with the college, they also discover the rewards of service-learning projects and identify additional areas for community involvement. Volunteer efforts have included assisting Habitat for Humanity and the Christian Appalachian Project during the fall and spring breaks and supporting local Special Olympics and Christmas Angel Tree projects.

More information on Union College

University of Alaska, Anchorage

Edward Lee Gorsuch, Chancellor

3211 Providence Drive
Anchorage, AK 99508

Addressing the Health Needs of Vulnerable Groups

Each semester for several years, the University of Alaska, Anchorage, has placed groups of 8-10 senior community health nursing students with community agencies serving at-risk populations. Students assess health needs and plan, implement, and evaluate a health promotion intervention with the population and the agency. The students work with the agency and its clients to design culturally appropriate intervention tools. Students present the agency with oral and written evaluation reports. Partners include the school district, homeless-care providers, the Alaskan AIDS Assistance Association, the Alzheimer's Association, the Alaska Refugee Project, the Anchorage Breast Cancer Support Group, and the Cook Inlet Native Tribal Council.

More information on University of Alaska, Anchorage

University of Miami

Edward T. Foote II, President

P.O. Box 249178
Coral Gables, FL 33124-5010

School of Architecture Center for Urban and Community Design

The Center for Urban and Community Design (CUCD) is the primary community service arm of the University of Miami School of Architecture. CUCD's goal is to assist communities in making well-informed decisions that will affect their physical environments in the future. Assistance includes "charrettes" (a planning process/tool that produces a three-dimensional plan of a neighborhood or city) and other projects. Past charrettes have addressed South Dade County, South Miami Heights, and the Wynwood neighborhood of Miami. In November 1992 the Innovation Committee of We Will Rebuild sponsored a charrette on rebuilding South Dade County after Hurricane Andrew to address the key question: "How can the 160-square-mile area of Dade County devastated by Hurricane Andrew be rebuilt into a better community?"

The University of Miami School of Architecture case study on the South Miami Heights Community Center and Caribbean School focused on a 19.7-acre tract around the school, one of three elementary schools destroyed in the hurricane. The study group concluded that Caribbean Elementary should be rebuilt as a full-service school to include a be rebuilt as a full-service school to include a healthcare facility, an early childhood center, and adult education classrooms. The school cafeteria would double as a community meeting room and emergency shelter. Undeveloped areas around the school would be developed as a public park, with low-density housing to be built nearby for the elderly and single-parent families.

University of Michigan

James J. Duderstadt, President

2068 Administration Building
Ann Arbor, MI 48109

Michigan Business Assistance Domestic Corps

The University of Michigan's Business School established the Michigan Business Assistance (MBA) Domestic Corps in 1992 in partnership with more than 30 nonprofit organizations throughout the United States. This dual-purpose program provides graduate students with a service-learning internship while offering the host agencies assistance in enhancing the quality of their services. Organizations in the partnership range from community-based groups in Detroit's inner city to economic development agencies and educational institutions on Native-American reservations in Arizona and South Dakota. During summer internships, the graduate students work in partnership with the host organizations on a variety of priority projects identified by the agency. Student volunteers have developed a business plan for a community bakery in Detroit, established operating procedures for a manufacturing company owned by a Native-American tribal government, and managed an outdoor market for Latino inner-city entrepreneurs. The majority of nonprofit organizations continue to host MBA Domestic Corps interns from year to year, creating an opportunity for continuity and long-term partnerships.

More information on University of Michigan

University of South Carolina at Union

James W. Edwards, Dean

P.O. Drawer 729
Union, SC
29379-0729

Human Empathy Learning Project

The Human Empathy Learning Project (HELP) is a prime example of how higher education, working with community-based social agencies, can provide community service while giving university students real-life experiences. HELP students enroll in a special psychology course that requires them to volunteer a minimum of 30 hours per semester for several social service agencies in Union and Laurens Counties. Through various agencies, the students work with children who are experiencing difficulties in school, conduct substance abuse prevention programs, and assist the developmentally disabled. Student volunteers also staff a Phone Friends hotline for 4 hours per week. This hotline is a source of support and comfort for children who are without adult supervision and are feeling distressed. Students are required to keep a journal on their HELP project experience and to write papers and make presentations about how these experiences relate to classroom knowledge.

University of Southern Maine

Richard L. Pattenaude, President

P.O. Box 9300
96 Falmouth Street
Portland, ME
04104-9300

Casco Bay Partnership for Workplace Education

The Casco Bay Partnership for Workplace Education provides basic educational opportunities for refugees and recent immigrants. Established in 1993, the program promotes lifelong learning by providing educational opportunities within the workplace. The program is characterized by high levels of worker participation and a collaborative approach to developing and maintaining educational programs for workers. This partnership -- funded primarily by the U.S. Department of Education's National Workplace Literacy Project -- works with seven local businesses, refugee resettlement and advocacy groups, and Portland Adult Education. The partnership provides a workplace literacy curriculum that addresses the educational needs of individual workers in their roles as employees on the job and as parents and citizens in the community. The University of Southern Maine brings a variety of resources to the Casco Bay Partnership. Many of the instructors are graduate students in literacy, adult education, and teaching English as a second language.

Sagamore Health Resource Center

The Sagamore Health Resource Center is a collaborative neighborhood health program initiated by the University of Southern Maine (USM) School of Nursing that provides low-income families in three neighborhoods with free, home-based health care. Cooperating with USM's School of Nursing are the Portland Housing Authority, Portland Division of Public Health, Portland Police Department, Maine Medical Center/Brighton Medical Center, and W.K. Kellogg Foundation. The project began in 1991 in Sagamore Village, a 200-unit public housing project and later expanded to the housing authority's Front Street project and the Parkside neighborhood. As an introduction to community nursing, USM undergraduate nursing students complete a 7-week rotation and graduate students perform a 14-week assignment at a community-health or home-health service. Students work 1 day a week for the Sagamore Health Resource Program. At Sagamore Village, they visit assigned families, where they provide home-based health screenings (such as blood pressure and cholesterol tests), nutrition guidance, and related services. Services at Sagamore Village include a women's health clinic funded by a grant from the Brighton Medical Center. Dental screening for children and adults is planned.

More information on University of Southern Maine

Previous Contents Next

Last revised: 3/25/1999

HUD HOME OUP HOME SEARCH SUGGESTION BOX

Service Provision

TOPICS

- about oup
- in the news
- funding
- scholarly activities
- outreach
- publications
- university chat
- conferences/meetings
- phone book

Angelo State University

E. James Hindman, President

P.O. Box 11007,
ASU Station
San Angelo, TX
76909

San Jacinto Elementary School-Based Clinic

Angelo State University collaborates with the San Angelo, Texas, Independent School District, the Angelo Community Hospital, and the State and local health departments to operate the San Jacinto Elementary School-Based Clinic. The clinic, which is located in an impoverished neighborhood, offers affordable, accessible, and culturally appropriate health care to elementary students, their siblings, and neighborhood children who do not have access to the healthcare system. The clinic provides required school testing and immunizations, physical examinations, preventive health care, diagnosis and treatment of simple illness and minor injuries, basic laboratory services, and referral and case management of chronic illness and emergency treatment. It can dispense basic medications and identify a primary physician for a child, if needed.

When the program began in the fall of 1994, the school district did not employ any health professionals at junior high or elementary schools. Through this program, graduate and undergraduate nursing students gain access to an additional pediatric clinic and increase their hands-on experience. The San Jacinto Clinic also provides practice opportunities for nurse practitioner and clinical specialist faculty and for scholarly nursing research. The clinic logged in excess of 1,900 visits in the 1994-95 school year and more than 2,000 visits in the first 6 months of the 1995-96 school year.

More information on Angelo State University

Athens State College

Jerry Bartlett, President

300 North Beaty Street
Athens, AL 35611

Athens/Limestone County Boys and Girls Club

Concerned residents in Limestone County attempted to start a Boys and Girls Club to combat gangs and drug abuse but were not successful. In 1993 Athens State College, located in Athens, Alabama, joined in the effort. Two faculty members became president and vice president of the club and were able to secure grants and other funding to launch the program. Three years later the club serves almost 100 children, has received a donated site for a new home, and has gained financial support from the United Way and other organizations. In addition to its anti-drug and anti-gang programs, the club also offers teenage pregnancy prevention programs. Athens State's role has grown: School of Education students tutor, Physical Education Department students intern with the club, and college faculty volunteer with the organization's Parent Club.

Bank Street College of Education

Augusta Souza Kappner, President

610 West 112th Street
New York, NY 10025

Bank Street Head Start Program in the Genesis Apartments at Union Square

The Bank Street Head Start Program at the Genesis Apartments at Union Square serves more than 40 children, ages 3-5, whose families are low-income or formerly homeless. The program strengthens young families by supporting the adults' personal development, the relationship between parents and young children, and the families' link to the community. The partnership between Bank Street College and the Genesis Apartments represents a collaboration among a city agency (Head Start), a not-for-profit housing agency (Genesis/HELP Organization), and an institution of higher education (Bank Street College). Other partners in the Bank Street Head Start Program include the Abyssinian Development Corporation, the Sidney Hillman Practice (a project of the Institute for Urban Family Health), and New York University's David B. Kriser Dental Center.

Center for Family Support's Partners for Success Program Partners for Success is a demonstration program in New York City designed to test center-based family support, including parent education, peer support, early childhood programming, adult development activities, and family activities, as an approach to help formerly homeless families make a successful transition to permanent housing. Partners for Success is a collaboration of Bank Street College, the Edna McConnell Clark Foundation, and community-based organizations. The Edna McConnell Clark Foundation is the primary funder, and Bank Street College plays several roles including coordinating the program, facilitating communication with community-based agencies involved with the project, and offering technical assistance and training in child development and parenting education. Participating partner agencies are located in the South Bronx, Central Harlem, and East Flatbush areas of New York City. In addition to its primary goal to help formerly homeless families, the program has three additional key goals: to help parents foster their children's development, to help parents achieve their own personal goals, and to help build strong communities.

Midtown West School: An Educational Collaborative

In response to deep concerns of local parents and educators, Midtown West School for elementary school children in grades K-6 was founded in 1989 as a partnership between Bank Street College and Community School District #2. The school is located on West 48th Street in the Hell's Kitchen neighborhood of Manhattan. Midtown West School brings together children from many different racial, cultural, linguistic, and economic backgrounds. In 1995 Midtown West School was honored by Redbook magazine with an award for overall excellence in the America's Best Schools Project.

The partnership is a collaboration of parents, teachers, and college and school district participants, each of whom is represented on a shared decisionmaking board for Midtown West School. Bank Street College provides graduate students, consultants, funding, and administrative support; Community School District #2 provides the school site, some funding, and workshops for staff and parents. The Plan for Social Excellence, Inc., has funded the "Learning for Life" Program at the school since 1991. Since 1992, the Postgraduate Institute for Mental Health has provided a psychology intern 1 day a week. Roosevelt/St. Luke's Hospital and Hartley House, both neighborhood organizations, serve a variety of health, afterschool, and other family needs. Arts Connection, Ballet de Puerto Rico, and New York Youth Theatre are among the arts organizations that work with the school. Local corporations provide volunteers who receive special training from the school's reading specialist.

Barry University

Sister Jeanne M. O'Laughlin, President

11300 Northeast Second Avenue
Miami, FL 33161

Pockets of Pride

Pockets of Pride, a partnership between Barry University and the Miami Shores, Florida, community, was formed to revitalize the neighborhood surrounding the university and to enhance the physical environment and the residents' quality of life. The project, funded by Barry University and a grant from the James L. Knight Foundation, has focused for the past 2 years on assessing the neighborhood's needs and assets and on developing relationships to build a strong community. Barry University hopes to help build a strong, self-governing neighborhood organization by working closely with residents. The university has conducted community-organizing workshops to help residents develop leadership skills that will enable them to play a role in shaping the community's future. Pockets of Pride's evening program, in collaboration with the local elementary schools, offers tutoring for children, parenting workshops, and a summer recreation program for neighborhood youth. University students volunteer their time to work with these programs. In close partnership with the local police department and other government agencies, the university has also organized a neighborhood Crime Watch and a community paint-up/spruce-up program to help disabled and economically disadvantaged residents maintain their homes.

Boise State University

Charles P. Ruch, President

1910 University Drive
Boise, ID 83725

Donated and Recycled Computer Program

Boise State University (BSU) has developed a comprehensive partnership with government agencies and businesses to transform public education through the Donated and Recycled Computer Program (DART). The program is designed to collect donated computers from local businesses and agencies, clean and repair them, train teachers and public school students to use them, and then install the recycled computers in public school classrooms. DART has installed more than 1,000 computers in classrooms, particularly in poor, rural public schools in southwestern Idaho. Every teacher completing technology training is provided with four computers, a modem, and a printer for classroom use. Followup services are also provided, including a help line and onsite support. In addition, BSU has set up more than 40 demonstration/training classrooms throughout southwestern Idaho to make teacher training more accessible. BSU has coupled the DART Program with a teacher retraining program funded by the Idaho State Legislature and, therefore, uses no additional resources for DART. In addition, the program has developed partnerships with Micron Technology, Hewlett-Packard, and other major corporations and small businesses in the Boise metropolitan area. Significant donations have also been provided through State government and Federal agencies. Donations have enabled the DART Program to provide equipment to the rural Wilder Public School District, which serves migrant and agricultural workers, and Ustick Elementary in the Meridian School District.

Partners in Education

The Partners in Education Program of Boise State University brings university and corporate volunteers into the public schools while matching the needs of schools with nonmonetary resources. Initially, each participating school organized a team consisting of the principal, a teacher, a volunteer coordinator, a corporate representative, and a Boise State representative to develop a plan to assist its respective school. In accordance with the plan, university faculty and students and corporate personnel donate their time, skills, and expertise in science, mathematics, computer education, career education, health, art, and drama. Volunteer activities include tutoring students, conducting teacher workshops, conducting classroom demonstrations, exposing students to career activities, and taking students on field trips and tours.

Partners in Education was started in 1989 through a grant from the H.J. Heinz Company. During the past year, each Boise public school participated in the program, giving more than 7,000 students contact with approximately 300 business and university personnel.

California School of Professional Psychology, Fresno

Mary Beth Kenkel, Chancellor

1350 M Street
Fresno, CA 93721

Single Mothers Accelerated Resources and Training Program

The California School of Professional Psychology (CSPP) and the Family Service Center of Fresno have received a grant to create the Single Mothers Accelerated Resources and Training (SMART) Program. The program will provide comprehensive intervention services to single, female-headed households with the aim of preventing children from these families from embarking on a life course of emotional instability, delinquency, educational deficiency, and/or substance abuse. SMART offers a comprehensive approach designed to assist mothers in strengthening their family lives through enhancing their sense of empowerment, self-esteem, and confidence in parenting skills. An estimated 190 clients will be served in the first fiscal year of program operation.

California School of Professional Psychology, Systems Office

John R. O'Neil, President

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Alhambra, CA 91803-1360

Community Health Realization Institute

Through the Community Health Realization Institute, the California School of Professional Psychology formed a partnership with local governments and public housing communities to empower residents to develop community action plans that improve the quality of life in their neighborhoods. The program teaches inner-city residents to recognize and halt habitual and learned reactions, thoughts, and self-defeating behaviors. Residents then assume responsibility for planning and implementing community revitalization projects.

With funding from the Weingart Foundation and the California Wellness Foundation, CSPP works with residents of the Avalon Gardens Housing Community in South Central Los Angeles to reduce crime, increase employment, lower school dropout rates, and increase educational opportunities. In Santa Clara County, funding from the county allows CSPP to work with the staff of the continuations schools, the drug and alcohol treatment programs, and the job training programs of the county to establish Health Realization principles for program participants. In Fresno, CSPP has received funding from the city to work with residents in the Lane the city to work with residents in the Lane School area to provide Health Realization training and begin community revitalization.

California State University, Fresno

John D. Welty, President

5241 North Maple Avenue
Fresno, CA
93740-0054

Stone Soup/Share America Program

The Stone Soup/Share America Program is a partnership of local schools, community-based organizations, churches, businesses, and residents offering help to residents of the El Dorado Park area of Fresno, California. The El Dorado Park community has the highest density of Southeast Asian refugees in the Nation and, according to the 1990 U.S. Census, the highest percentage of people living below the poverty line in California. The Stone Soup partnership works toward building a stronger community and offers positive alternatives for children at risk. The program offers youth and adults a year-round series of projects designed to build leadership, safe neighborhoods, economic self-sufficiency, and community infrastructure. Leadership projects include a summer youth program, tutoring and reading projects, second language literacy classes, and parenting classes.

Programs initiated to increase neighborhood safety include a cleanup and graffiti-removal program, a resident security patrol, community safety meetings, and revitalization programs. Since the program's inception, activities to improve neighborhoods have included doubling the number of street lights, enclosing alley carports, installing alley surveillance cameras and speed bumps, and trimming trees for improved visibility. Economic self-sufficiency programs offer job skills training, adult education, small business development training, a daycare center for working parents, and a neighborhood business fair. In addition, Stone Soup offers programs providing health services; haircuts; voter registration; and clothing, food, book, and health supply distribution. Organizations providing program funding include the California State University at Fresno, the Economic Opportunities Commission's Private Industry Council, the Fresno Unified School District, area churches, and Share America.

California State University, Hayward

Norma S. Rees, President

25800 Carlos Bee Boulevard
Hayward, CA
94542-3011

Information OnRamps for Oakland

Information OnRamps for Oakland, a California State University (CSU) project planned in cooperation with the city of Oakland and the UC Berkeley Joint Community Development Program, will provide technology training and support to residents and 12 community-based organizations (CBOs) in three Oakland neighborhoods (known as Enhanced Enterprise Community Zones). The project will establish access to information technology, promote interactive sharing of information, and contribute to the improved efficiency of community organizations. CSU faculty and students will work with CBOs to install and support computer equipment and with community residents to create a system to meet CBOs' needs.

Cañada College

Marie E. Rosenwasser, President

4200 Farm Hill Boulevard
Redwood City, CA
94061

Job Training for Low-Income Residents

Cañada College in Redwood City, California, received Community Development Block Grant funding from Redwood City to offer basic skills education and job training for low-income city residents. After completing their basic skills education course, all 45 participants enrolled either in the 4-week retail sales or the 16-week business/office automation training program. Both programs offer intake, assessment, counseling, job development, and other support services. All students have been placed in jobs.

Small Business Development Center

Cañada College formed a partnership with the Redevelopment Agency for Redwood City to establish the Small Business Development Center to foster and strengthen small local businesses. The center, located in downtown Redwood City, provides information, services, counseling, and consultation to small business owners and potential owners. It also links small businesses to investment capital, consultants, and other successful business people. The center offers training, workshops, conferences, and courses.

Carlow College

Grace Ann Geibel, President

3333 Fifth Avenue
Pittsburgh, PA
15213

Carlow Hill College

In 1983 Carlow College established Carlow Hill College, a 4-year academic baccalaureate program primarily for low-income African-American adult women. The program provides scholarships, child care, personal counseling, and academic support such as tutoring and advising. Carlow Hill College, located in one of Pittsburgh's poorest communities, has undertaken several other projects, in addition to its academic program, to enrich the lives of people in the surrounding community. Among these programs are Project Promise, which provides training to women on public assistance to enable them to secure employment in childcare centers. The Bridge of Hope Program extends the college's educational resources to youth and adults, especially women, who are not enrolled in the college. Funding and support are provided for a program that enables artists from the Carlow Hill College neighborhood to participate in local elementary schools as teachers, role models, and storytellers of African-American history.

The college also offers an evening summer camp for children ages 5-12 living in surrounding public housing developments. The camp helps students enhance their communication, mathematics, computer, and science skills while learning about African-American culture. Finally, the Teaching Is Caring Program provides scholarships for African-American students majoring in education, offers courses that are relevant to the needs of urban education, and helps students find jobs in the urban communities of Greater Pittsburgh after they graduate. Students in the Teaching Is Caring Program also serve as tutors and mentors for young people in the Carlow Hill community.

Chadron State College

Samuel H. Rankin, Jr., President

1000 Main Street
Chadron, NE 69337

Sandhills Youth Ventures Project

The Sandhills Youth Ventures Project provides incentives for youth to become entrepreneurs. It will serve as a venture capital program, providing miniloans to youth to fund the startup of small businesses. The program, based in the city of Chadron, Nebraska, will be made available to the youth of Arthur, Hooker, McPherson, and Thomas Counties, which are among the most sparsely populated counties in Nebraska. The Thedford Community Development Corporation will administer the grant dollars for the project. Participating partners include Chadron State College, Thedford High School, Mid Plains Community College, Community First State Bank, McPherson County High School, and Longhorn Motel.

Chattanooga State Technical Community College

James L. Catanzaro, President

4501 Amnicola Highway
Chattanooga, TN 37406

Chattanooga Small Business Development and Resource Center

Chattanooga State has formed a partnership with Cleveland State Community College, River Valley Partners, and the Tennessee Small Business Development Center to establish the Small Business Development and Resource Center (SBDRC) in downtown Chattanooga. Since opening in July 1995, SBDRC has provided counseling services to more than 300 entrepreneurs and existing small businesses; short courses and seminars on small business topics; access to periodicals, books, and computer resources for the 65 participating businesses; and assistance in developing business plans for 23 new businesses.

City University of New York, Hunter College

David A. Caputo, President

695 Park Avenue, W1611
New York, NY 10021

Hunter College Liberty Partnership Program

The Hunter College Liberty Partnership Program (HCLPP) is a collaborative dropout prevention program that encourages students to stay in school, helps them explore academic and vocational possibilities beyond high school, and enables them to build the skills and knowledge needed to achieve their goals after graduation. Conducted as a joint effort between Hunter College, the East Harlem Council for Community Improvement, and the Rafael Cordero Bilingual School (RCBS) at Junior High School 45 in East Harlem, HCLPP provides comprehensive services to all students (grades 7-9) at RCBS and to RCBS alumni attending high schools throughout New York City. The program was initiated in 1990 as a response to the large number of New York State youth who leave school before graduation. Funding is currently provided through a grant from the New York State Department of Education.

As a step toward full implementation of its goal to expand onsite services where student participants attend school, HCLPP is providing afterschool tutors and mentors to work with students once each week through a pilot project at Norman Thomas High School in Manhattan. HCLPP hopes to expand this service to other high schools during fall 1996. In addition to offering case management, counseling, and lifeskills training activities, students from Hunter College and other area schools volunteer as tutors, mentors, and social work interns, while social work graduate students provide services to RCBS students and alumni. Afterschool academic and recreational services available to students and alumni several days each week include one-on-one tutoring, academic enrichment classes, recreational activities, computer training, and job readiness instruction. RCBS ninth graders and alumni are also eligible to participate in a Saturday recreational program in the Hunter gymnasium and cultural enrichment field trips.

City University of New York, New York City Technical College

Charles W. Merideth, President

300 Jay Street
Brooklyn, NY 11201-2983

Community Service Center

The Community Service Center of the City University of New York, New York City Technical College, has focused its efforts on developing partnerships in neighboring housing projects. Currently, students provide assistance to the Fort Greene neighborhood of Brooklyn, New York, through school success programs, computer literacy training, human service assistance, and environmental education programs. Students will also assist the Fort Greene Safety Coalition in developing a community newsletter.

Clark State Community College

Albert A. Salerno, President

570 East Leffel Lane
P.O. Box 570
Springfield, OH
45501-0570

Early Childhood Education Center

The Early Childhood Education Center is a partnership effort between the Springfield-Clark Joint Vocational School (JVS) and Clark State Community College. The newly opened childcare center encompasses a state-of-the-art learning environment for the partners' college and high school students and outstanding day care for children ages 6 weeks through 5 years old. Collaboration on this project began in early 1988 when extensive research was conducted to determine the childcare needs of both student populations and the community at large. Pursuant to needs assessment, the college and JVS obtained funds for the project. The college acquired $500,000 in funds from the General Assembly in Amended Substitute House Bill Number 940 and from the Ohio Board of Regents. JVS obtained funds through a levy and a State loan for a total project fund of $1,050,000.

As this unique partnership evolved, the college and JVS established a Council of Governments to oversee the development and operation of the facility. Bylaws, Agreement for the Establishment of the Council of Clark County Day Care Center, and Use Agreements were signed by both parties. The vision, mission, and philosophy statements were defined and adopted by the Council of Governments. The council is composed of two trustees from the JVS Board of Education, two trustees from the Clark State Community College Board of

Trustees, the superintendent of the JVS, and the president of Clark State. The council has hired a director to manage the facility, which opened August 26, 1996.

The Early Childhood Education Center will provide an opportunity for early childhood development students from both Clark State Community College and the Springfield-Clark Joint Vocational School to practice classroom theory, as well as to provide optimal learning experiences in the classroom. The center will enhance access and retention of Clark State students by providing financially accessible child care for their children. The mission is to provide a safe and nurturing environment that meets each child's basic needs, thus establishing trust and enabling children to meet their maximum potential. The center will go beyond the mandates to create an environment for optimal learning and to focus on the needs of the child while serving the student, the family, and the community.

Coastal Carolina University

Ronald R. Ingle, Chancellor

P.O. Box 1954
Conway, SC 29526

Educational Alliance of Horry County

Coastal Carolina University, located in Conway, South Carolina, and the Horry County Schools have formed the Educational Alliance of Horry County to achieve excellence in education from kindergarten through the university level. Established in September 1995, the alliance's primary objectives include strengthening and improving the quality of curriculum and instruction in the school system and the university system; combining faculty and other instructional resources to achieve these improvements; sharing support services resources (such as printing, purchasing, building and vehicle maintenance, grounds maintenance, groundskeeping, libraries, and security) that are common to the school system and the university; sharing costs and personnel to advance the individual and common goals of both institutions; and conceptualizing an evolving long-term plan that builds on present objectives and identifies future goals for the alliance, including development of an evaluation mechanism to determine when objectives have been successfully attained.

The university and the school system will establish six major links, including regular access by Horry County middle and high school students to the university's Kimbel

Library; sharing of instructional materials; regular interaction and consultation between university and school system technology specialists and sharing of administrative and instructional technology; offering of selected college-level freshman courses for credit on high school campuses, taught by high school teachers working with university faculty; provision of support services through collaborative arrangements; and participation by university and school system faculty and staff in joint professional development programs.

College of St. Catherine, Minneapolis

Anita M. Pampusch, President

601 25th Avenue South
Minneapolis, MN 55454

Success Family Housing

Success Family Housing, an eight-unit apartment complex, is a joint project between the College of St. Catherine, Minneapolis and Common Bond Communities (formally known as Westminister Corporation). The project aims to provide safe and affordable housing for single-parent students attending the college. The college provides comprehensive support to Success Family Housing residents through its Access and Success Program. Services of the Access and Success Program include childcare subsidies, financial assistance for sick-child care, mentoring, social activities, support groups, and one-to-one support and advocacy. Common Bond Communities is the developer and manager of the property.

Columbia College

Gerald Brouder, President

1001 Rogers
Columbia, MO
65201

Partners-In-Education

Columbia College and Pepsi-Cola Bottlers are Partners-In-Education with Field Elementary School. Field Elementary School is located in a deteriorating Columbia, Missouri, neighborhood whose residents fall into a mid- to low-socioeconomic class.
Partners-In-Education's mission is to enrich the educational experience for the neighborhood's elementary school children. Most activities utilize the human resources available through Partners-In-Education so that there is limited need for funding. Each grade of Field Elementary visits the Columbia College campus at least once a year. Fourth graders take a career-interest inventory, and on "College Day" each fifth grader completes an admissions application and "shadows" a Columbia College student throughout the day attending classes and touring the campus. A group of Columbia College students also volunteer 1 hour per week at Field Elementary, while other students and faculty serve as mentors for individual students.

Columbia College, Chicago

John B. Duff, President

600 South
Michigan Avenue
Chicago, IL 60605

Vernon Church of God Saturday Academy

The Vernon Church of God Saturday Academy, a tuition-free school, meets once a week for 3 hours. Two part-time faculty members and five student tutors from Columbia College present a rotation of three academic programs to 60 students in grades 2-7. The curriculum includes 1-hour classes in writing, African-American history, and science/math. Monthly themes inspire community pride, citizenship, ethnic identity, and career preparation. Field trips introduce students to the wealth of cultural opportunities in the city. Professional guests provide meaningful access to positive role models for the students. The academy is fully funded by Columbia College, Chicago, an undergraduate and graduate college in downtown Chicago. Columbia has an undergraduate enrollment of 7,800 students and provides educational opportunities in the arts, media, and communications within the context of a liberal arts education.

Columbia College of South Carolina

Peter T. Mitchell, President

1301 Columbia College Drive
Columbia, SC 29203

School as the Center of the Community Project

The School as the Center of the Community (SCC) Project is a crisis-oriented preventive strategy to address the needs of elementary and middle school students, their families, and their school communities. Professionals from public service agencies work as a team to build a "seamless" health and social services process. After students at the participating schools are screened to determine the need for both health and social services, the service teams housed at these schools provide the necessary preventive and crisis care. Columbia College of South Carolina provides the leadership that brings agencies, the local school district, participating schools, and their communities into the collaborative. The SCC partners are Columbia College; Richland County School District One; the South Carolina Departments of Mental Health, Social Services, and Health and Environmental Control; Arden Elementary School; Alcorn Middle School; and the Alcorn/Arden school communities. The college is also a "Professional Development School" partner with the two public schools.

Coppin State College

Calvin W. Burnett, President

2601-03 West North Avenue, Suite A
Baltimore, MD 21216

Coppin Heights Community Development Corporation

The relationship between Coppin State College and its surrounding neighborhood has grown in recent years as the college has become a respite from the ongoing problems of urban decay the neighborhood has experienced. In August 1990 the neighborhood chose to adopt the college's name, officially becoming Coppin Heights. The Coppin Heights community has utilized college facilities for a diverse range of activities including community meetings and recreational activities. HUD financial assistance, through the Historically Black Colleges and Universities Program, has allowed Coppin State College to expand its role in the community and pave the way for redevelopment, economic growth, and urban vitality outside the boundaries of the immediate campus environs. The college's community development activities have been undertaken with the assistance and cooperation of the Baltimore City Department of Housing and Community Development and the State of Maryland Department of Housing and Community Development.

Corcoran School of Art

David C. Levy, President/Director

500 17th Street, NW.
Washington, DC
20006-4899

Visual Arts Community Outreach Program

The Corcoran School of Art's Visual Arts Community Outreach Program (VACOP) provides instruction in visual arts to hundreds of inner-city and at-risk youth in Washington, D.C. Since 1992 the program has helped foster creativity, self-expression, and self-esteem and has offered positive role models for children and teenagers ages 4 to 18 whose own schools often lack arts education curriculums. VACOP offers afterschool and inschool art classes, scholarships to the Corcoran's Young People's Program and Children's Workshops, and the Corcoran Art Mentorship Program. More than 250 Washington, D.C., youth participate each year in the Corcoran's free afterschool art classes, which are offered weekly in community centers. The Corcoran provides art materials and instructors, while community service agencies recruit the young participants and provide facilities.

Instructors are Bachelor of Fine Arts candidates, whose classes are monitored by VACOP administrators. VACOP's community partners include Sojourners' Neighborhood Center, Lincoln Multi-Cultural Middle School, Metro TeenAIDS, the Chinese Community Church, Martha's Table, Shadd Elementary School, Latin American Youth Center, and Calvary Multi-Cultural Bilingual Learning Center. Through this program, professional artists from the community teach semester-long, inschool art classes in drawing and painting to middle school students in the Washington, D.C., public school system. Recently, these classes have addressed problems of violence in schools and the community, in partnership with the Washington, D.C., Public School's Safe School Initiative, administered by the U.S. Department of Education. Talented youth from low-income families receive scholarships to participate in the Corcoran's highly successful Children's Workshops (ages 6-10) and Young People's Program (ages 10-18), which feature progressive curriculums and formal art/design education in a studio classroom. In addition, 12 talented, at-risk high school students (ages 15-18) are paired with adult working artists who serve as mentors for up to 3 years. Funding for the program has been provided by several foundations.

Cuyahoga Community College

Jerry Sue Thornton, President

2900 Community College Avenue
Cleveland, OH 44115-3196

CCC/CMHA Health Neighborhood Partnership

Cuyahoga Community College (CCC) and the Cuyahoga Metropolitan Housing Authority (CMHA) have formed a partnership to benefit both college students and residents of Cedar Estates neighborhood, a public housing complex operated by the Cleveland, Ohio, housing authority. The partnership provides free preschool health screenings for children ages 2-5. Cuyahoga nursing students, under the supervision of faculty, conduct vision, immunization, growth, and developmental screenings for the children. Screenings are offered at the housing complex 1 day during each fall, winter, and spring quarter. The nursing students also provide blood pressure screenings and nutritional information to the parents.

Darton College

Peter J. Sireno, President

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Albany, GA 31707

Partners in Excellence

Through its Partners in Excellence project, Darton College works to strengthen and enrich K-12 instructional programs in several public and private school systems near Albany, Georgia. This program, now in its seventh year, has developed ongoing collaborative partnerships with a predominantly rural K-12 public school system; an urban middle school serving primarily minority, at-risk youth; a gifted education program for middle and high school students in an urban public school system; and a K-12 private academy. Students in participating schools take field trips to Darton College for research projects, career exploration, academic enrichment programs, and other opportunities to become familiar with the college environment. The college recognizes and rewards students for outstanding academic achievement with incentives such as scholarships to college-sponsored summer enrichment camps. The college has a mentoring program for at-risk youth to help them achieve academic success and provides incentives for parental involvement in the educational process. Between the 1989-90 and 1994-95 school years, the number of Darton College administrators, faculty, staff, and students involved in these activities increased from 8 to 78; during the same period, the number of partnership activities increased from 23 to 230. From 1993-94 to 1994-95, the number of students, teachers, administrators, and parents at partner schools increased from about 800 to 2,100.

Wiregrass/Flint P-16 Council

The Wiregrass/Flint P-16 Council brings higher education into full partnership with school districts, technical institutes, and community groups that are working toward comprehensive and systemic educational reform. The council designs, develops, and implements activities that improve student achievement by focusing on changes to the interrelated segments of the various education system components.

Partners include Darton College, Albany State College, Albany Technical Institute, Dougherty County School System, Lee County School System, Calhoun County School System, Albany Chamber of Commerce, Southwest Georgia Regional Educational Services Agency, and the Sherwood Christian Academy. The University System of Georgia provides funding for the program.

Youth Apprenticeship Programs

Through its Youth Apprenticeship Programs, Darton College offers school-to-work transition activities for high school students in Lee and Dougherty counties. For example, through the Lee County Youth Apprenticeship Program, high school juniors and seniors interested in allied health careers participate in scheduled activities and rotations in health-related institutions while receiving relevant classroom instruction. The students may continue worksite training while pursuing professional degrees or certificates at Darton College or Albany Technical Institute. Darton College faculty and staff work with students and their parents periodically to facilitate the transition to a college environment. Other participating institutions include Albany Urology Clinic, Phoebe Putney Hospital, and Palmyra Regional Rehabilitation Center. The program is funded by the Georgia State Department of Education. Darton College has established a similar youth apprenticeship program with the Dougherty County School System.

More information on Darton College

Davenport College

Donald W. Maine, President

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Kalamazoo, MI
49006

Skills, Technical, Academic Reinforcement Training Program

The Skills, Technical, Academic Reinforcement Training (START) Program was a partnership between Davenport College and Kalamazoo Public Schools designed to increase the knowledge and skills of 25 junior-level minority high school students in Kalamazoo, Michigan. Students were exposed to employment opportunities through the local businesses participating in this partnership. The START Program, which took place during the summer term, was funded by the Kalamazoo Foundation, Davenport College, and the Kellogg Foundation.

In addition to providing the necessary computer skills for employment, Davenport College provided training in essential areas of interpersonal communication and employable skills and offered job placement at local companies through Davenport College Placement. This program allowed participating students to gain on-the-job experience during the summer and gave them the opportunity to become familiar with a college environment, while earning high school and college credit.

Davis & Elkins College

Dorothy I. MacConkey, President

100 Campus Drive
Elkins, WV
26241-3996

Culture and Heritage Outreach

The Augusta Heritage Center (AHC) of Davis & Elkins College was established in Elkins, West Virginia, as a community-sponsored workshop program and has continued as a college-affiliated, nonprofit organization supporting folk-related activities and research. Its multifaceted outreach program is designed to nurture and strengthen the cultural life of the community. AHC offers enrichment and learning opportunities to the surrounding area in the form of community education classes in traditional music, crafts, and dancing; festivals showcasing traditional and ethnic music and dance; visiting artists in public schools; the West Virginia Artists Scholarship Program; and the Youth Scholarship Program. In addition, AHC instituted the West Virginia Folk Arts Apprenticeship Program, which sponsors nearly 80 apprenticeships to encourage and sustain the practice of folk art and crafts through traditional one-on-one teaching. The staff also contributes its expertise to a variety of community-based collaborations, including the ArtsBank ArtsPartners Program, which places local artists in residencies in Randolph County elementary schools. AHC has also participated in community development activities, including formation of the Community Arts Calendar and the Randolph Arts Alliance. The center works in partnership with a variety of groups and local businesses that provide funding, including the West Virginia Division of Culture and History, the National Endowment for the Arts, the Mountain Arts Foundation, and the Randolph County Board of Education.

Edinboro University of Pennsylvania

325 Butterfield Hall
Edinboro, PA 16444

George Westinghouse High School of Science and Mathematics

The George Westinghouse High School of Science and Mathematics (SAM) provides students attending Pittsburgh public schools with an opportunity to pursue a vigorous mathematics and science curriculum.

In addition, one of SAM's goals is to encourage minority youth to pursue careers in science and mathematics. No other high school in Pittsburgh provides a more comprehensive math and science program or more incentives. Ninth-grade students entering the SAM Program attend a hands-on summer enrichment experience at McKeever Environmental Center. Tenth graders attend Carnegie-Mellon University for 1 week to study chemistry and 11th-grade SAM students receive a week of summer experience in physics and engineering at Edinboro University. Selected senior-level students spend 12 days at an externship program on Wallops Island, Virginia.

Essex County College

A. Zachary Yamba, President

303 University Avenue
Newark, NJ 07102

Newark Educational Partnership

The Newark Educational Partnership consists of 11 corporate, public, nonprofit, and higher education institutions seeking to implement systemic change at all levels of public education. The partnership was developed in 1993 by the Essex County College, which has maintained it through a grant from the Ford Foundation. Partnership members include Essex County College, Rutgers University-Newark, the New Jersey Institute of Technology, the University of Medicine and Dentistry of New Jersey, Newark Public Schools, the Office of the Mayor of Newark, the First Union Bank, the Victoria Foundation, the Essex County Urban League, the New Community Corporation, and Cities in Schools.

Currently, the partnership has four major projects. The Faculty Alliance for Education gathers faculty from Essex County College, Rutgers University-Newark, the New Jersey Institute of Technology, and Malcolm X Shabazz High School (MXS) to integrate curriculums, develop effective student support activities, and eliminate barriers to students entering and graduating from college. The Health and Health Careers Opportunity Project offers workshops on health issues for parents, students, and teachers and gives students opportunities to explore careers in the health professions. The MXS High School Project focuses on faculty development workshops. The Future Teachers Project, conducted by Montclair State College, is renewing and directing work to develop new teachers for the Newark public schools. In addition to these four projects, the Cities in Schools project develops "schools within schools," and a mentoring program provides high school students with tutors from Essex County College and Rutgers University-Newark.

Evergreen State College

Jane L. Jervis, President

2700 Evergreen Parkway
Olympia, WA 98505

Native Economic Development Arts Initiative

The Native Economic Development Arts Initiative is a partnership among Evergreen State College in Olympia, Washington, the South Puget Intertribal Planning Agency (SPIPA), the Washington State Arts Commission, the Confederated Tribes of the Chehalis, and the Shoalwater Bay, Nisqually, Skokomish, Squazin Island, and Port Gamble S'Klallam tribes. The initiative is a 3-year program funded by the Northwest Area Foundation. The foundation promotes economic development and cultural preservation in Native-American tribes through the production and sale of native arts by native artists. The initiative will promote the economic development of the six participating tribes. An artists' registry will match Native-American artists with potential customers and will be maintained in a computer database available on the World Wide Web. An artist-in-residence program will provide technical assistance to native artists through workshops conducted at reservation sites and at Evergreen State College. A tribal minigrants program will establish arts programs and arts councils at each of the six participating tribes. A Native Artists Bank will develop a revolving loan fund to assist individual artists in the production and marketing of their art. A series of business management workshops will train Native-American artists in arts production and marketing techniques. Semiannual native arts shows will provide well-publicized venues in which to market art produced by project participants. Evergreen State College and SPIPA will direct the project, with the six tribes and the Arts Commission participating on the project steering committee.

Fashion Institute of Technology

Allan F. Hershfield, President

Seventh Avenue at 27th Street
New York, NY 10001-5992

Agency at FIT

The Fashion Institute of Technology (FIT), State University of New York (SUNY), offers design assistance to not-for-profit organizations that are in need of a new poster, newsletter, or image update but whose budgets prohibit the expense of an advertising agency. The Agency at FIT is a graphic design service of FIT's Advertising Design Department, staffed by students who have demonstrated design excellence. Under the art direction of a faculty adviser/designer, students work on projects such as brochures, invitations, promotional materials, and logos. The agency has completed four special design projects under this partnership program.

FIT Photography Club/Chinatown Partnership

Since 1994 the FIT Photography Club has conducted a children's photography workshop at the Chinatown YMCA. To enhance this project, the Photography Club built a working darkroom at the YMCA. The club has organized several historical documentation activities with the Chinatown community. It also produced free family portraits to provide a photographic record of various Chinatown families and photographed the first reunion of Chinese-American veterans for the Museum of the Chinese in the Americas.

High School Partnership

The FIT High School Partnership specifically targets high school students from groups that have been historically underrepresented in art- and design-related industries. The main goals of the FIT High School Partnership are to encourage at-risk juniors and seniors to complete high school, provide access to college-level art and design programs, and offer students an opportunity for career exploration. To meet the needs of students who are artistically talented but academically underprepared and at risk of dropping out, FIT maintains partnerships with three area schools -- Washington Irving High School, The High School of Fashion Industries, and The Humanities and the Arts Magnet High School -- selected on the basis of their economically disadvantaged student profiles and their art or design programs, which serve as a foundation for the more advanced FIT courses.

High School Partnership students participate in an intensive 2-year program that includes academic remediation, precollege occupational classes, professional mentor activities, artist residencies, portfolio development and review, and art exhibits. Each year, 40 juniors are selected for the program, and approximately 60 percent complete both years. Since 1988, a total of 286 students have participated in the High School Partnership; nearly all participants are minority youth from low-income families. Of those who have completed the program, 43 percent have graduated from high school, and 80 percent of the graduates have enrolled in college. The Educational Foundation for the Fashion Industries, Consolidated Edison, the New York Times Foundation, and the State of New York After School Programs provide funding for this project.

Tech Prep Consortium

The Tech Prep Consortium integrates academic and vocational training to provide at-risk students with the opportunity to explore nontraditional career paths and hands-on work experiences. Students develop confidence, strong academic skills, and the professional experience they need to pursue college study or careers in the fashion and design industries. The Tech Prep Consortium is composed of FIT and two New York City public high schools -- the High School of Fashion Industries and the Murry Bergtraum High School for Business Careers. Teams of faculty and administrators from the consortium have developed a 4-year business curriculum designed to motivate special-population students, including economically and educationally disadvantaged students; students with limited English-speaking proficiency (LEP); students with disabilities; and single parents or displaced homemakers. Students complete an intense high school academic program, graduate, and go on to college or to jobs in business and technology or fashion and design.

Beginning in the 11th grade and progressing through an associate degree from FIT's Business and Technology Division, students are introduced to career opportunities in the fashion and related industries. Important components of the program are career counseling, workplace mentoring, paid summer employment, internships, and prevocational counseling for learning disabled, LEP, and at-risk students. The consortium works closely with local businesses, industry, and labor organizations. Industry professionals conduct seminars and allow students to visit worksites. Consortium Advisory Board members include successful practitioners in manufacturing management, textile development and marketing, and fashion buying and merchandising. In its fourth year, the program has more than 300 students. Major funding is provided by the U.S. Department of Education's Carl D. Perkins Vocational and Applied Technology Education Act.

Florida Atlantic University

Anthony J. Catanese, President

500 Northwest 20th Street
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Inner-City Computer Education Program

In 1996 The Center for Urban Redevelopment and Empowerment (The CURE) at Florida Atlantic University (FAU) designed the Inner-City Computer Education (ICCE) Program for implementation at three onsite locations in low-income minority communities in Broward and Palm Beach counties. ICCE provides hands-on computer training that enables residents to use the computer, especially the Internet, for job hunting, development of writing and typing skills, personal development, and community service. The program is funded by The CURE at FAU. Sites and facilities for the program are funded through inkind contributions from the Community Re-entry Program of the Fort Lauderdale Branch of the NAACP, Collier City-Pompano Beach Community Development Corporation, and Center for Minority Human Service Providers, Inc.

Youth Education Services (YES) Program

The CURE at FAU designed the Youth Education Services (YES) Program for implementation by Kappa Alpha Psi Foundation, Inc., of Fort Lauderdale. The YES Program provides elementary students from William Dandy, Lauderdale Lakes, and Lauderhill middle schools with afterschool educational and tutorial services that help curb truancy, juvenile delinquency, and crime, while providing students with computer and employment skills. The program reflects the framework of the State of Florida's "balanced approach" to juvenile crime prevention. This approach, a combination of rehabilitation, restitution, and restoration of juveniles to society, is used as an alternative to punishment. The program is implemented through inkind and cash contributions from a partnership that consists of volunteer instructors from Kappa, The CURE at FAU, the Broward County School Board, and Broward's two African-American-owned newspapers -- the Westside Gazette and the Broward Times. Students are admitted into the YES Program only after thorough screening and may remain in the program for as long as necessary to improve school performance.

Fort Lewis College

Joel M. Jones, President

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Durango, CO
81320

Ponderosa Pine Forest Partnership

The Ponderosa Pine Forest Partnership is a collaborative effort among Federal and State agencies, county governments, the timber industry, Native-American tribes, universities, and interested citizens to restore habitat diversity, aesthetic quality, and productivity to an ecosystem covering more than 250,000 acres throughout the Four Corners region (Colorado, New Mexico, Utah, and Arizona). The partnership evolved out of concerns for ecological health in regional pine forests and sustainability of small, locally owned timber businesses in rural communities.

The partnership creates new commercial markets for the timber industry, tests and monitors ecological restoration theories, and develops long-term management plans. The Fort Lewis College Biology Department provides ecological research assistance, and the Fort Lewis Office of Community Services coordinates all partnership efforts. Colorado State University is also a primary partner, conducting research on appropriate production techniques and new markets for the timber industry.

Frostburg State University

Catherine R. Gira, President

East College Avenue
Frostburg, MD
21532-1099

A STAR! in Western Maryland

Through an AmeriCorps grant, Frostburg State University (FSU) collaborates with 10 social service agencies in Allegheny and Garrett Counties to offer assistance through the A STAR! in Western Maryland Program. These counties face high unemployment rates and large numbers of families living in poverty.

There are a wide variety of agencies providing services through this program. Allegheny Health Right, Inc., is a private, nonprofit agency that provides free or reduced-cost health care to low-income persons. The Western Maryland Area Health Education Center works to encourage middle school students' interests in health careers and facilitates a summer program. The Family Crisis Resource Center delivers community awareness programs on violence. The FSU/Voice Program trains volunteers for environmental cleanup projects and countywide literacy programs in Allegheny County. The Garrett County Health Department helps the elderly with home safety needs.

GMI Engineering & Management Institute

James E.A. John, President

1700 West Third Avenue
Flint, MI 48504-4898

Flint West Village

GMI Engineering & Management Institute has developed Flint West Village (FWV), a community-based organization comprised of community residents, churches, hospitals, credit unions, schools, social service agencies, and large manufacturers. FWV has created a Community Development Corporation and raised sufficient private funding to develop a comprehensive master plan to rebuild housing and community infrastructure in Flint, Michigan. FWV is an integral part of Flint's federally sponsored Enterprise Community, which has encouraged area banks to participate in community renewal projects.

The Metro Housing Partnership, Inc. (MHP), chaired by a GMI officer, represents area lending institutions, local government, local institutions, and community-based nonprofit organizations. MHP's main objective is "to serve as a catalyst to enhance and expand housing initiatives in Flint and Genessee County." MHP, which received a grant from the C.S. Mott Foundation, selected FWV as its primary target area. In addition, the Mott Foundation has provided GMI with an endowment. Institutional participants in FWV include Citizen's Bank, Community Foundation of Greater Flint, Community Mental Health, Durant-Tuuri-Mott Community School, Flint Area Teachers Credit Union, City of Flint, Hurley Medical Center, McLaren Regional Medical Center, Michigan National Bank, Mott Children's Health Center, National Bank of Detroit, Third Avenue Baptist Church, and Whaley Children's Center.

Governors State University

Paula Wolff, President

Wagner House
University Park, IL 60466

Learning in Context: A Dual Community-University Partnership

The Learning in Context Partnership links Governors State University (GSU) and Ford Heights Village, Illinois, one of the poorest areas in the Nation, in preparing academically able but impoverished students for college entrance and success. Additional partners in this "communiversity" model include the Ford Heights Community Board, Ford Heights School District 169, and Prairie State College. Learning in Context will consist of five components that will provide students an opportunity to participate in and contribute to community development.

The college education component will offer students tuition-free education at Prairie State College or GSU, providing they meet the standard entrance requirements; students will receive support services beginning at the middle school level to help them stay in school. The nonprofit youth organization component will offer intensive training in board development, organizational development, and grantsmanship, and will prepare participants to create community organizations, develop policy, and run programs. The youth entrepreneurial training component will teach students how to develop, fund, and run their own businesses and community organizations. To increase the potential pool of local housing inspectors and to improve housing stock in Ford Heights, the fourth partnership component, the Youth Windshield Inspection Project, will train youth to conduct visual curbside inspections using the Building Officials Certification Program model.

Finally, Learning in Context is working with the Public Allies Project, a component of the Federal AmeriCorps Program, to identify and train Ford Heights youth to work on projects benefiting the community in a wide range of areas, including public health, economic development, and violence prevention. Funding for the partnership has been provided by the John D. and Catherine T. MacArthur Foundation, the Woods Fund of Chicago, the Joseph and Claire Flom Foundation, and inkind contributions from GSU.

South Metropolitan Regional Leadership Center

With support from the Chicago Community Trust and the MacArthur Foundation, GSU and the South Suburban Mayors and Managers Association initiated the Regional Action Project/2000+ (RAP/2000+), a grassroots process to identify critical social, economic, and political issues facing southern Chicago communities. The tremendous local interest in RAP/2000+ led to the formation of the South Metropolitan Regional Leadership Center, to foster ongoing regional dialogue and action concerning the issues raised by its prototype.

In addition, the Leadership Center organizes other regional coalitions and organizations, such as Learning in Community On Line Networks (LINCOLN). Funded through a grant from the U.S. Department of Commerce, the LINCOLN project serves as a regional public communications network linking residents, organizations, governments, libraries, schools, and businesses. The program's goals are greater regional cooperation on areas of mutual concern, a common base for building coalitions for research and action, and greater opportunities for continuing education through the use of technology.

Leadership Center staff work with elected officials and leaders in local governments, school districts, libraries, not-for-profit organizations, and economic development and advocacy organizations. Participating partners in the LINCOLN project include the Educational Computing Network at GSU, South Suburban Mayors and Managers Association, Argonne National Laboratory, and the South Regional Higher Education Consortium.

Hutchinson Community College and Area Vocational School

Edward E. Berger, President

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67501

Reno County 2000 Educational Partnership

Formed in 1992, the Reno County 2000 Educational Partnership's mission is "to make quality education a reality for each Reno County student." The partnership is made up of the six county school districts, Hutchinson Catholic schools, and Hutchinson Community College and Area Vocational School. In January 1996 the Governor's Commission of School-to-Work and the Kansas State Board of Education awarded the Reno 2000 Partnership a School-to-Work planning grant. Initiatives planned for this project include making students, parents, businesses, teachers, and counselors aware of the academic and occupational preparation required in today's workplace and the changes needed in our schools. The partnership's concern over making the community aware of these issues stems from the discrepancy between what employers are looking for (qualified employees) and what high school graduates are bringing to the workforce (inadequate skills).

Other initiatives include developing a system of secondary apprenticeship and postsecondary internship opportunities for students; validating that the program is providing students with a seamless transition between school and the workplace; providing schools with the resources to plan, carry out, and evaluate career awareness; and identifying the technological skills required in the workplace.

Indiana University East

David J. Fulton, Chancellor

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Whitewater Regional Economic Council

The Whitewater Regional Economic Council (WREC) engages in cooperative activities designed to retain, expand, and attract businesses and to enhance the quality of life throughout eastern Indiana. WREC also serves as a liaison among eastern Indiana, the Indiana Department of Commerce, and other regional, State, and Federal agencies. This partnership conducts projects and activities in collaboration with chambers of commerce, educational institutions, local economic development groups, and other community organizations. Funding is provided by six participating county governments, Indiana University East, regional utility and financial institutions, and grants from the Indiana Department of Commerce.

WREC conducts Economic Development Board Seminars one to three times each year for board members and elected officials in addition to a workforce education program. The council also formed the Whitewater Economic Development Corporation of Indiana to build infrastructure and industrial park projects throughout the region and the Whitewater Valley International Trade Association to assist companies currently exporting and to educate businesses considering entry into the export market. WREC facilitated development of the Regional/County Overall Economic Development Plan to provide automatic eligibility for Economic Development Association (EDA) grants, priority in grants consideration by EDA, and a 10-percent bonus on all EDA grants approved. Also, WREC has conducted engineering studies, including an I-70 Survey and an I-70 Engineering Feasibility Study for a proposed Interstate Industrial Park. WREC has performed marketing studies to identify business opportunities in the region and uses regional tourism brochures, industrial videos, and trade show displays to promote eastern Indiana to businesses, industry, and tourists.

More information on Indiana University East

Iowa Lakes Community College

James E. Billings, President

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50536

Smith Complex

The Smith Complex, located in Estherville, Iowa, is a community wellness center and library complex financed through a community capital campaign. The $4.3-million complex, located in Emmetsburg, Iowa, contains an indoor swimming pool, gymnasium, Senior Citizen's Center, exercise/fitness rooms, walking/jogging track, public computer lab, and both city and college libraries. Partners in the Smith Complex include Iowa Lakes Community College, the city of Emmetsburg, and the Emmetsburg Public Library. Iowa Lakes Community College contributed the land and funds toward the total cost of the complex. Remaining funds were raised through the capital campaign directed by the college.

Ivy Tech State College

Gerald I. Lamkin, President

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Lafayette, IN
47903-6299

Court Referred Education and Services in Tippecanoe County

The Tippecanoe County court system instituted the Court Referred Education and Services in Tippecanoe County (CREST) Program in 1994 to rehabilitate convicted criminals, to provide educational opportunities that help individuals find and keep jobs, and to reduce the recidivism rate of offenders in Tippecanoe County. Begun as the Lafayette Adult Reading Academy to prepare inmates earning general equivalency diplomas, the program expanded to offer college-level programs through Ivy Tech State College, Lafayette, that prepare individuals for gainful employment. CREST is available to young, adult, nonviolent offenders who have committed Class C or Class D felonies. In addition to a basic computer literacy course, students are required to take life skills classes encompassing interpersonal skills, time management, work ethics, and job search skills. After completing these courses, students may enter programs of their choice and may continue receiving counseling and financial assistance. A long-range tracking system has been established to help CREST students work toward an education that will provide opportunities for employment. A grant from the PSI Foundation to Ivy Tech State College paid for tuition and life skills textbooks for students. Ivy Tech State College underwrites program overhead costs, including registration, academic tracking, counseling, and facilities.

John F. Kennedy University

Charles E. Glasser, President

12 Altarinda Road
Orinda, CA 94563

Community Counseling Center

In partnership with the Acalanes Union High School Parents Club, John F. Kennedy University (JFKU) graduate student interns provide individual and group counseling to Acalanes Union High School students. The Parents Club and JFKU, located in Orinda, California, formed the partnership after the Acalanes Union High School District reduced its peer-advising services. High school students can enter the program through the recommendations of teachers, administrators, or counselors, or at their own request.

JFKU and Cupertino Union School District Partnership

In partnership with the Cupertino Union School District, students in the JFKU Graduate School of Professional Psychology bring school-based counseling services to 23 schools and provide individual and family counseling in the South Bay area. JFKU had been searching for a community counseling facility for its students; this reciprocal partnership was formed after a survey revealed that the Cupertino Union School District's greatest need was for student counseling. The partnership between these two nonprofit organizations offers a service that benefits the community. Trainees focus on early mental health intervention and provide between 6 and 10 hours of supervised time at each school campus weekly. The counseling center offers workshops and lectures to help families improve their parenting skills and educates parents, teachers, and school personnel on how to identify children in need of counseling and other mental health services.

Mentor Program

JFKU coordinates, trains, and places volunteer mentors at three Oakland public elementary schools through this partnership between the university, the schools, and community volunteers. The mentors help develop the reading skills of students in grades 1-3 and offer afterschool tutorials. Graduate students in the JFKU Department of Education's Multiple and Single Subject Credentials Program train teams of 10 mentors for each urban school. After completing onsite university training in school completing onsite university training in school culture, cross-cultural communication, and tutoring skills, the mentors volunteer a half-day each week for an academic year.

Johnson & Wales University, Charleston

Barry L. Gleim, President

701 East Bay Street
PCC Box 1409
Charleston, SC
29403

Taking the Classroom to the Community

Johnson & Wales University (JWU) in Charleston, South Carolina, offers a variety of services to the community, including custom training programs for local residents and businesses such as the Spice Rack community cooking classes, training programs for several South Carolina school districts and local grocery chains, and culinary arts summer programs for Elderhostel, an international learning program for senior citizens. JWU's practicum program, cooperative education, and dietetic internship programs provide links through which students share their skills and knowledge with local businesses, colleges, and universities. In addition, JWU and the Catawba Technology Education Consortium -- a consortium of six South Carolina school districts -- cooperate to offer high school students educational opportunities in food service and hospitality careers. The university also operates a computerized JobsLine that matches companies with prospective employees.

Joliet Junior College

Thomas E. Gamble, President

1216 Houbolt Avenue
Joliet, IL 60436-9352

Step-Up and Go

The Center for Adult Basic Education and Literacy at Illinois' Joliet Junior College and the Housing Authority of Joliet modeled the Step-Up and Go Program after HUD's Step-Up Program. This program plans to assist 42 unemployed residents of the housing authority who need additional education and training to improve their employment opportunities. The housing authority recruits students and offers supportive services to help them complete their program. Joliet Junior College provides Step-Up and Go participants with 28 weeks of applied basic skills instruction, hands-on job training, and apprenticeships in fields of growing employment, such as office systems technology or child development. As participants demonstrate proficiency, they move into college-level coursework and are assisted as they pursue a 30-hour certificate of completion in a chosen program area. The program also emphasizes employment readiness, offering self-esteem and motivational classes as well as providing access to clothing for interviews.

Kent State University

William G. Bittle, President

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Kent, OH
44242-0001

Kent Regional Business Alliance

The nonprofit Kent Regional Business Alliance (KRBA), in coordination with the Ohio Department of Development, U.S. Small Business Administration, city of Kent, and Kent State University, is dedicated to helping regional businesses form, grow, and succeed. The alliance underscores the university's commitment to regional economic development by sharing its facilities and expertise with the northeast Ohio business community. KRBA's focus is on university/small business development, management and workforce training programs, student internships, and technology outreach. This outreach effort includes partnerships with other educational institutions, local governments, community-based organizations, and public housing authorities to strengthen the communities served by Kent State University's eight-campus network.

KRBA provides comprehensive counseling services to small businesses ranging from basic accounting and bookkeeping to strategic planning and export. The alliance established the Kent Microenterprise Loan Fund to provide loans for supplies, equipment, and capital to low- and moderate-income individuals interested in starting or improving small-business ventures. KRBA has also established the Kent/Portage Small Business Incubator to provide a manufacturing environment in which businesses can grow. Additional KRBA activities include the Tri-County Mini-Loan Fund, the Mahoning Valley Economic Development Corporation, and the Ohio Public Health Leadership Institute. KRBA has also offered first-time buyers assistance with complicated steps in the home buying process through a partnership with the Board of Governors of the Federal Reserve System, the Family Service Association, and the Consumer Credit Counseling Service.

Kentucky State University

Mary L. Smith, President

400 East Main Street
Frankfort, KY 40601

Douglas Avenue Revitalization Project and Community Education Center

Using funds from HUD's Historically Black Colleges and Universities Program, Kentucky State University (KSU) is expanding its response to the community development needs of the Douglas Avenue neighborhood in Frankfort, Kentucky. KSU is working in partnership with the Kentucky Department of Transportation, the Commonwealth of Kentucky, the city of Frankfort, the Kentucky Housing Corporation, Frankfort Housing Redevelopment, Inc., the Frankfort Municipal Housing Authority, HUD's Louisville field office, and neighborhood residents to revitalize and improve community housing and livability. The partnership is providing counseling and assistance to eliminate vacant and blighted structures and to increase homeownership. To serve as the focal point of the program, KSU will construct a Community Education Center that will provide continuous housing support training and public service assistance to the neighborhoods and that will also provide space to KSU programs, faculty, students, and volunteers addressing community needs, including space for public community meetings, seminars and activities, counseling labs, and operational support. Center activities will include adult education; life skills development courses; employment, tutoring, and mentoring programs for school-age youth; and programs focusing on senior citizens, families, teenage pregnancy, and substance abuse.

Lake Forest College

David Spadafora, President

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Sheridan Road
Lake Forest, IL
60045-2399**

Institutional Linkage Through Internet Consortium

The Institutional Linkage Through Internet Consortium (ILIC), based at Lake Forest College in Lake Forest, Illinois, consists of four public school districts, five nonpublic schools, two colleges, one graduate school, two municipalities, a hospital, and a business corporation. Consortium members and partners share personnel, time, and equipment. In addition to providing economically efficient access to the Internet for its members, ILIC goals are to equip science teachers and faculties with the skills to develop and use computer-assisted multimedia instruction and to link that instruction to an aligned interdisciplinary science curriculum. This approach will help K-16 students acquire skills in analytical thinking, problemsolving, and communication and prepare for careers as scientists, engineers, and technologists.

Planned objectives include establishing a multimedia production center for science education and equipping 15 sites with portable multimedia classroom units. A 2-week summer institute will provide school and college faculty with information on the skills industry requires for entrance-level scientific positions, align the science curriculum for grades K-16, train 30 faculty members of member institutions in the development and use of multimedia-enhanced instruction, and provide opportunities for participating faculty to develop their own multimedia classroom presentations.

Laramie County Community College

Charles H. Bohlen, President

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Cheyenne, WY 82007

High School III Diploma Program

Laramie County Community College in Cheyenne, Wyoming, formed a partnership with Laramie County School District #1 to offer at-risk students at the alternative high school another opportunity to complete high school credits. Students at risk of dropping out may earn up to 12 credits of high school coursework by participating in a self-paced, competency-based program of instruction at the Laramie County Community College Adult Learning Center. The program requires that students achieve 80-percent competency in two to four levels of reading, social studies, science, and writing. To receive the 12 credits, students must complete the entire program. They may earn additional credits through the school district or by taking credit classes at the college. Each year, approximately 10 students complete the program and qualify for high school diplomas.

UPLIFT Literacy Program

Laramie County Community College has trained 51 AmeriCorps volunteers in a 3-credit Methods and Skills of Literacy Tutoring course and placed them in more than 20 elementary, junior high, and high schools to work with at-risk youth and functionally illiterate adults. More than 2,000 students have received services from the UPLIFT Program volunteers since its inception in September 1994. The success of the school partnerships prompted UPLIFT to form partnerships with 10 community organizations, including the United Medical Center, 2 detention centers, several youth centers, and a homeless shelter to assist with member training and program promotion. To increase their effectiveness, AmeriCorps volunteers received additional training in conflict resolution, communication skills, HIV/AIDS awareness, citizenship, and multiculturalism. UPLIFT tutors set their own hours and locations for tutoring sessions, and the project's goal is for each tutor to complete 780 hours of service in 2 to 3 years. Volunteers have contributed more than 17,000 hours since the program began. In addition, the program has attracted 24 non-AmeriCorps volunteers who have contributed 1,000 hours over the course of the program.

Lasell College

Thomas E.J. de Witt, President

1844 Commonwealth Avenue
Newton, MA 02166

Urban Initiatives Program

Lasell College's Center for Women in Public Service has three ongoing partnerships with schools serving low-income families and children in Boston's inner city, as part of the center's Urban Initiatives Program. These partnerships are designed to stimulate girls' interest in math and science, promote school readiness, and encourage parent involvement in the educational process. Lasell staff participating in the Mentor Program at a middle school combat "math and science phobia" by using the scientific method to solve real-life problems. Lasell provides a family literacy program for a Head Start facility to address the educational readiness of young children and to encourage parents to participate in literacy activities at home. The parent, child, and a Lasell student meet weekly to design activities geared to the child's needs. Lasell staff also direct a family literacy program at a local elementary school.

Lock Haven University

Craig D. Willis, President

Lock Haven, PA 17745

Small Business Development Center

To combat unemployment in the Clinton, Centre, and western Lycoming Counties of Pennsylvania, Lock Haven University has established a Small Business Development Center. Faculty, staff, and students provide free counseling to small businesses and potential businesses in business planning, recordkeeping, loan proposals, marketing surveys, personnel management, advertising strategies, and computers. Outside consultants are hired to answer special queries. The center developed four seminars to offer frequently requested information in a group setting: Developing a Marketing and a Business Plan, Accounting With and Without Computers, Microsoft Excel and Word for Windows, and Business Opportunities on the World Wide Web.

More information on Lock Haven University

Long Island University, Brooklyn

Gale Stevens Haynes, Provost

University Plaza
Brooklyn, NY
11201

Liberty Partnerships Youth Empowerment Program

Long Island University, Brooklyn, designed the Liberty Partnerships Youth Empowerment Program to engage at-risk youth in the Bushwick community in their own education. Nearly 80 percent of high school students in this district fail to graduate. This program uses intensive tutoring, homework assistance, and research in relevant areas of social concern to engage seventh- and eighth-grade intermediate school students. In a community beset with social problems, students, with the support of university faculty, tutors, and parents, explore their community's problems, research the factors contributing to the problems, and recommend solutions. As students investigate their topics, they actively learn writing, mathematics, communications, and computer skills. At a year-end Youth Symposium, students present their projects to community leaders, parents, faculty, staff, and peers.

Long Island University, C.W. Post Campus

Doris Guidi, Provost

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Brookville, NY
11548-1300

The C.W. Post/F.E.G.S. Partnership for Youth and Employment

This program is a collaborative effort between Long Island University's C.W. Post Campus and Federation Employment and Guidance Service (F.E.G.S.). F.E.G.S. is a nonprofit social service agency founded in 1934 that provides career development and management services to the New York area. The project serves three special populations -- at-risk youth, displaced workers, and newly arrived immigrant students and their families -- to help them develop and enhance job search skills and employability. The project encompasses a School-to-Work Program that provides services to teachers and staff to assist them in incorporating career development issues into the curriculum and providing mentoring services and employment contacts. Supplements to this program are planned and in progress.

Under the same partnership, three student workshops also are conducted. The "Invest a Weekend in Your Future" workshop is an intensive career strategies seminar for midcareer adults. "Major Decision" helps parents and high school students who are unable to identify majors or career goals. "Summer Institute" provides advanced training for counselors in the use of popular assessment tools.

Los Angeles Mission College

William E. Norland, Acting President

13356 Eldridge Avenue
Sylmar, CA 91342

Family College/Career Outreach

Los Angeles Mission College, in partnership with local college/university groups, elementary schools, and businesses, is conducting outreach activities to educate the population of the economically depressed San Fernando Valley, of which 60 percent are immigrants from Mexico and Central America. In a joint effort with California State University at Northridge and local community colleges, Mission College hosts Family College/Career Evenings at nearby elementary schools. Assisted by local schools and community groups, Mission College also held its 1-day Family College/Career Conference, where 650 participants attended seminars on college admissions, financial aid programs, creation of a learning environment at home, adult reentry into college, and other issues. Conference sponsors provided bus transportation, translators, child care, breakfast, and lunch for participants.

Pacoima Urban Village Project

Los Angeles Mission College developed college courses and support services to help residents of a 2-square-mile community located in the Los Angeles supplemental empowerment zone increase their employment opportunities. Courses offered include English as a second language, computer literacy, business communication, business math, bilingual small business startup, personal development, and learning skills. Job developers and career guidance counselors offer job search and job and entrepreneur training workshops. Project partners include the Vaughn Family Center, Healthy Start Elementary Schools, the Los Angeles Unified School District, United Way, XYZYX Systems, and the Northridge and Los Angeles California State universities.

More information on Los Angeles Mission College

Lourdes College

Sister Ann Francis Klimkowski, President

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Sylvania, OH
43560-2898

Neighborhood Wellness Centers

In 1992 Lourdes College, in collaboration with the Lucas County Metropolitan Housing Authority, the Area Office on Aging, the Toledo Hospital, and other community agencies, developed Neighborhood Wellness Centers at three independent living facilities near Sylvania, Ohio. The centers provide programming for older adults to prolong independence and quality of life and opportunities for nursing students to train at community-based sites with a primary emphasis on health promotion and disease prevention. Programming for the older adults includes exercise classes, home environmental surveys, health screenings, and group education classes in response to needs expressed by residents.

One wellness site is expanding to include an Easy Living Model Apartment to introduce older adults to simple environmental modifications and adaptive devices that can make their homes safer and prolong their independence. In addition, the apartment will be used as a training site for students in nursing and occupational therapy.

Lycoming College

James E. Douthat, President

700 College Place
Williamsport, PA
17701

Mortgage Assistance Program

Recognizing that colleges are a part of the areas where they are located, Lycoming College of Williamsport, Pennsylvania, is taking an active role in maintaining the integrity of its surrounding neighborhoods. The college, with its partner Northern Central Bank, has created a Mortgage Assistance Program for potential homebuyers in the college community. Lycoming College has set aside $25,000 to guarantee a homebuyer's downpayment for 5 years; after 5 years, homeowners must repay the bank for the downpayment loan. Northern Central Bank will waive the downpayment requirements for prospective homeowners who have a household income of less than $37,000, who purchase a single-family home for $80,000 or less (standard housing cost in the college neighborhood), and who plan to use that home as their primary residence. The program attempts to keep housing out of the hands of absentee landlords. Lycoming College employees are eligible for an additional $1,500 no-interest loan, forgivable over 5 years, for home improvements or other expenses.

More information on Lycoming College

Marist College

Dennis J. Murray, President

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Poughkeepsie, NY
12601-1387

Marist College/McCann Foundation Community Computer Grant Partnership

Marist College/McCann Foundation Community Computer Grant Partnership helps nonprofit organizations in the greater Poughkeepsie, New York, region reduce operating costs and improve the productivity of their programs and services by using information technology. The foundation had received many applications for improved computer systems that it wanted to support; however, it lacked the staff to assess all the applications adequately. Marist College now reviews and implements computer funding requests for McCann. Marist computer staff conduct an onsite needs assessment and order the appropriate hardware and software. Students are hired for installation and training.

Followup assures that the new system functions as intended. As a result of this partnership, grants totaling nearly $325,000 -- funded by the McCann Foundation and administered by Marist College -- have enabled 45 organizations to computerize administrative functions, such as accounting and report generation; produce newsletters, brochures, and other publications on desktop publishing systems; and create and maintain computerized databases for mailing lists, membership files, and donor files.

Maryland College of Art and Design

Edward Glynn, President

10500 Georgia Avenue
Silver Spring, MD
20902-4111

Round House Theatre Drama Express at Maryland College of Art and Design

The Maryland College of Art and Design provides the location for the Round House Theatre Drama Express summer workshops designed to give students the tools to appreciate and perform theatre. The nonprofit Montgomery County theatre company offers eight 1-week workshops appropriate for children in grades K-6. Children can take individual workshops or the entire sequence, which includes movement, voice, characterization, puppetry, improvisation, storytelling, performance techniques, and ensemble work.

Maryville University of St. Louis

Keith H. Lovin, President

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Crossroads Alliance

In 1992 Maryville University, St. Luke's Hospital, and the corporate complex of the Maryville Centre formed Crossroads Alliance. By joining forces the three institutions sought to serve as a model for other corporate, educational, and nonprofit partnerships; develop joint policies, programs, and activities; coordinate and share physical facilities; foster community spirit among members; and communicate activities to the broader St. Louis community. The partnership has benefited both the partners and the community. Maryville students participate in cooperative education projects and internships in a corporate setting. For example, nursing and physical therapy students gain clinical experience at the hospital. Postgraduation employment rates have risen following the establishment of these internships. Maryville Centre and St. Luke's Hospital employees have enrolled in graduate programs, particularly MBA courses and continuing education programs. Other activities benefit the larger community as well.

Crossroads Alliance developed a 2.7-mile nature trail, linking the three locations and providing scenic exercise paths for all. Maryville Centre tenant, ITT Financial, donated funds to build a state-of-the-art fitness center at the university. The fitness center is also available to the public at a lower cost than local gyms. A number of events have been held in the area, attracted by the shared resources and personnel of the alliance: the 1992 PGA Championship, the summer training camp of the St. Louis Rams, and St. Luke's Annual Fall Family Festival.

St. Louis Consortium for Educational Renewal

Maryville University's St. Louis Consortium for Educational Renewal, implemented with Harris-Stowe State College, is dedicated to the "simultaneous renewal of schools and the education of educators." Maryville's own mission -- "to serve as a model for the integration of liberal and professional learning" -- fits well with the consortium's goal of improving schooling and teacher preparation through the active participation of teacher educators, liberal arts faculty, and school-based educators. The consortium has brought together St. Louis City and County schools and includes children from age 3 through high school. Its areas of focus are school-university partnerships, the liberal arts and professional curriculums, faculty rewards and incentives, minority teacher recruitment and preparation programs, and assessment and evaluation of participants and programs. In recognition of Maryville University's work, the consortium was selected in 1994 as a member of the National Network for Educational Renewal.

Metropolitan State University

Susan A. Cole, President

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Dayton's Bluff Collaborative

The primary goal of the Dayton's Bluff Collaborative is to strengthen the neighborhood school -- to make it an anchor for residents of this troubled inner-city neighborhood and an asset in reweaving the social fabric of the community. The collaborative is a partnership between two educational institutions (the St. Paul, Minnesota, campus of Metropolitan State University, located in Dayton's Bluff, and the Dayton's Bluff Elementary School) and two community organizations (the Upper Swede Hollow Neighborhood Association and the Dayton's Bluff Center for Civic Life). The collaborative provides tutoring, literacy programs for parents, and peer mentoring to supplement conflict mediation training. Objectives of the collaborative include increasing the school readiness, literacy, and achievement of 150 neighborhood school children; building the leadership and problemsolving abilities of parents and other residents; increasing the civic consciousness and skills of 110 Metropolitan State University students through their involvement in this partnership; and cultivating effective relationships between and among the university, Dayton's Bluff residents, and community organizations.

Michigan State University

M. Peter McPherson, President

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Michigan Resident Leadership Network

The Michigan State University (MSU) Center for Urban Affairs, Community and Economic Development Program (CEDP), sponsors the Michigan Resident Leadership Network (MRLN), a statewide partnership among resident organizations, housing commissions, community agencies, HUD, and other organizations representing persons who live in or serve public and subsidized housing communities in Michigan. The network provides information, training, and technical assistance on establishing resident organizations and developing leadership and also offers information on public policy issues and resident initiatives.

MRLN initiated operations in 1992 with a statewide leadership training conference attended by 295 people from 35 communities. The network publishes a quarterly newsletter and utilizes MSU and Wayne State University faculty and staff as resources. To maintain contact with its constituency, MRLN holds quarterly meetings and training workshops in various communities. In 1995 MSU received a 3-year HUD Tenant Opportunities Grant to support the development of MRLN as an independent organization. In addition, MRLN receives graduate assistant support, administrative support, and office space from CEDP. A foundation grant further supplements the staff by supporting MSU graduate assistantships in urban affairs. As MRLN becomes an independent organization, CEDP will continue to serve as a secretariat for the organization.

Middlesex Community College

Carole A. Cowan, President

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Lowell Career Beginnings

Middlesex Community College in Lowell, Massachusetts, public agencies, school districts, and community organizations formed a partnership that sponsors Lowell Career Beginnings (LCB). LCB is an initiative that works to equip high school juniors and seniors with the skills, knowledge, and training needed to enter a postsecondary institution or the workforce and become contributing members of society. Program activities focus on four essential opportunities in which each student participates: weekly Saturday workshops, mentoring, academic/career planning, and summer employment. After 8 years in operation, LCB outcomes include a 95-percent high school graduation rate and an 80-percent postsecondary entrance rate. Middlesex Community College and other partners provide both cash contributions and inkind donations.

Millsaps College

George M. Harmon, President

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Delta Project

The Delta Project, initiated by the Associated Colleges of the South, seeks to utilize the resources and talents of participating colleges to form college-community partnerships that address the needs of disadvantaged or at-risk communities in the Mississippi River Delta region. The project will try to develop responses to area needs that will be adaptable and exportable to other communities. In addition to Millsaps College in Jackson, Mississippi, the college partners include Centenary College in Shreveport, Louisiana; Hendrix College in Conway, Arkansas; Lyon College in Batesville, Arkansas; and Rhodes College in Memphis, Tennessee.

North Midtown Project

Millsaps College's relationship to the adjacent North Midtown community has taken various forms during the past 5 years. On an individual level, students in various departments have involved the neighborhood in class projects and have tutored elementary and middle school students. The Campus Ministry Team has assisted local nonprofit organizations with projects by bringing 400 students into the area twice a year to construct a Habitat for Humanity house, clear lots, and paint and repair houses. After commissioning a study on educational institutions and neighborhood redevelopment, in 1995 the Board of Trustees of Millsaps College formalized the relationship between the college and North Midtown, approving a 5-year commitment to participate in redevelopment of the area. The college will offer administrative facilities and expertise to others who share the vision of making North Midtown a vibrant place in which to live and work.

North Midtown Neighborhood Visioning Project

In spring 1996 Millsaps College, the city of Jackson, and the Mississippi HUD State Office cosponsored a community visioning process for the North Midtown neighborhood. An outside facilitator led approximately 30 participants through this process to develop a long-term vision for the neighborhood that will be incorporated into Jackson's consolidated plan. Participants included neighborhood residents, representatives from neighboring institutions, and local businesses and nonprofit organizations. In four sessions participants identified strengths, weaknesses, and visions; developed goals; and drafted preliminary and final vision statements.

Monroe Community College

Peter A. Spina, President

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Rochester Corporate Training Initiative

The Rochester Corporate Training Initiative, managed by Monroe Community College and the Rochester Chamber of Commerce, allows hundreds of employees of small- and medium-sized companies to participate in the training programs of Rochester, New York's, large manufacturing and business corporations. The charter members of the initiative, who also contributed initial operating costs, include Frontier Corporation; Manpower International; Pachex, Inc.; Rochester Gas & Electric; Rumrill-Hoyt; and Document Company Xerox. Companies that have invested significant private-sector funds in training programs make them available to smaller businesses that cannot afford similar investments. The initiative began in the summer of 1995 by offering a small group of classes. Currently, there are 115 course offerings, which are published in a catalog and distributed throughout the business community. Topics include quality customer service, leadership, team development, computer technology, industrial technologies, human resources, communications, marketing, real estate, health-related topics, and career enhancement.

Montreat College

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Peace in the Home

In cooperation with the Ruth and Billy Graham Children's Center and Memorial Mission, Montreat College developed the concept for Peace in the Home, a program based in Montreat, North Carolina, that addresses domestic violence. A task force with representatives of many denominations and faiths developed the program. An initial grant from the Duke Endowment enabled the task force to develop a workshop to make members of religious communities aware of the terrible pain and suffering family violence causes and to increase public rejection of domestic abuse. Clergy members, pastoral counselors, religious educators, lay leaders, and others in the faith community attended the workshop, which provided information about spouse abuse, child abuse, and the characteristics of abusive relationships.

The program was designed to help participants respond more effectively to family members confronting domestic violence, alert them to signs of abuse, address religious concerns raised by family violence and pastoral responses to victims and abusers, empower participants to contribute to multidisciplinary approaches and make appropriate referrals to reduce violence in the family, and initiate effective educational strategies for use in local faith communities. The task force is training local facilitators to conduct future workshops.

Niagara University

Rev. Paul L. Golden, President

Niagara University,
NY 14109

Center for Joy

Niagara University works in partnership with the Center for Joy, Inc., to provide counseling and other programs promoting harmonious family living to residents of the Niagara Falls area. University students and faculty volunteers help run center activities. The center provides tutoring and mentoring through two programs: Homework Helpers for children in grades 1-5 and Teen Tuesday for youth in grades 6-12. In addition, student volunteers teach Hooked-on-Phonics and Hooked-on-Math to children and adults who need remedial assistance. Niagara University's psychology department helps run the toy library, which allows children age 5 and younger to borrow two toys each week. Child care is provided during activities for parents. Nursing students run a clinic at the center to answer family health questions, conduct workshops and health screenings, and provide information on accessing neighborhood health services.

The Center for Joy is funded through a crime prevention grant received from Senator Nanula, the Joy Foundation, and individual donations. In addition, a New York Council of the Arts grant provided funds for the Peace Puppets summer program, in which children present a puppet show based on an antiviolence theme, and the annual Color Me Human festival, which encourages appreciation of human differences through the arts.

North Dakota State University

Thomas R. Plough, President

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Positive After School Adolescent Program

The Positive After School Adolescent Program provides afterschool enrichment activities for middle school students to reduce at-risk behavior, provides support through workshops for parents, and offers inservice training for teachers. This proj-ect is a collaboration between the North Dakota State University (NDSU) Extension Service, the Cass County Extension Service, and the Fargo and West Fargo School Systems. Program activities for youth include homework-help rooms, computer labs, career exploration, activity centers, fitness activities, and art projects. More than 8,000 students have participated since the program was established in 1995. In addition, more than 200 parents have participated in 6-hour Parenting Your Early Teen workshops.

Program funding is provided through grants from the NDSU Extension Service, a local area foundation, and donations from the school systems and the Cass County Extension Service. NDSU's College of Human Development provided adolescent youth development research that supported the development of the After School Program.

Northeastern University

John A. Curry, President

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Center for Community Health Education, Research, and Service

Northeastern University created the Center for Community Health Education, Research, and Service to respond to the growing need for primary care providers in Boston, Massachusetts. Through innovative programs for medical and nursing schools that provide students with opportunities to work in inner-city health centers, the program hopes to improve healthcare access, the quality of primary care, and healthcare delivery for underserved communities, with an emphasis on promoting health and preventing disease.

Since the Center was established in 1991, more than 500 medical and nursing students have participated in the program. Students have gained clinical experience working with healthcare professionals in home nursing and medical services, maternal and pediatric care, and community-health primary care. Students provide direct services including health education in the schools, home visits to the elderly, support to daycare centers, and participation in youth programs. The center's 15-member consortium includes Northeastern University, Boston University, the Boston Department of Health and Hospitals, and 12 neighborhood health centers. Funding comes primarily from the Kellogg Foundation. The center is part of the nationwide "Community Partnerships: A W.K. Kellogg Foundation Initiative in Health Professions Education," which supports community healthcare partnerships in Georgia, Hawaii, Massachusetts, Michigan, Tennessee, Texas, and West Virginia.

More information on Northeastern University

Northern Arizona University

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Arizona Partnership Plan

Northern Arizona University, located in Flagstaff, and Arizona's 11 community colleges have established the Arizona Partnership Plan to provide for future quality academic programs and support services that will be affordable for individual students, the community, and the State. Arizona's population is projected to grow by more than 2 million people over the next 20 years; most of this growth will occur in the metropolitan counties, although some rural areas of Arizona are now experiencing population growth rates that are among the highest in the Nation. To meet the needs of the additional 50,000 students projected to enter Arizona's university system over the next 20 years, the Arizona Partnership Plan includes complete degree programs delivered by onsite faculty via interactive instructional television. The Arizona Partnership Plan will deliver quality upper-division courses and undergraduate programs to all rural counties; programs will be tailored to meet the unique needs of each community college campus.

Northern Kentucky University

Leon E. Boothe, President

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Council of Partners in Education

The Council of Partners in Education (CPE) -- a partnership among Northern Kentucky University in Highland Heights, Thomas More College, and public and parochial school districts in Northern Kentucky -- was established to enhance the exchange of information in the educational community of Northern Kentucky. CPE sponsors an annual Educational Awareness Week to give the community an opportunity to learn more about public and private education and to allow educators to become better acquainted with each other. The group also sponsors a similar gathering each spring to gather corporate, community, and educational leaders for a frank discussion of the extent to which education is meeting the needs of the marketplace. In addition, the council leadership helped develop Northern Kentucky's long-range plan for education to the year 2020, and its leadership role in creating educational partnerships is regarded as a model within the State of Kentucky.

Parkland College

Zelema M. Harris, President

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Fighting Back for Champaign County/Project 18

Local governmental agencies, educational institutions, social service agencies, and religious organizations have joined forces to transform Champaign County, Illinois, into a place where the youth are healthy, drug-free, well-educated, and ready for responsible citizenship. Fighting Back for Champaign County/Project 18 is designed to create a collaborative community-based system for the development of a healthy community by consolidating community resources. It will promote programs that support the family, such as parent education and self-help, quality child care, and schools and parents working together.

In addition, the project will promote neighborhood organizations and support them in developing and achieving their goals. Project 18 will promote education through mentorships, apprenticeships, and on-the-job training, and it will develop a communitywide job placement bulletin. To help social service agencies and local organizations better serve the community, Project 18 will help develop existing service networks, promote communication between groups, and increase awareness of existing information and referral services through expanded distribution of resource guides and media coverage. Fighting Back/Project 18 will evaluate its effectiveness by issuing a yearly Community Report Card that will trace indicators such as teenage pregnancy rate, infant birth weight, number of at-risk families with access to affordable child care, truancy rates, dropout rates, and juvenile crime rates. Sources of project funding include private donations and public grants from the cities of Urbana and Champaign, the Champaign County Mental Health Board, the United Way, Carle Foundation Hospital, and the Covenant Medical Center.

Pennsylvania State University, Erie, Behrend College

John Lilley, Dean and Provost

East High School Annex
1151 Atkins Street
Erie, PA 16503

Penn State Educational Partnership Program

The Penn State Educational Partnership Program, composed of the Pennsylvania State University at Erie, School District of the City of Erie, GE Fund, and various individuals and companies, helps low-achieving students improve their educational performance. Approximately 200 at-risk high school and middle school students volunteer to meet 2-3 nights a week for 2 hours to improve their study skills, learn about careers, and develop skills needed in today's competitive world. The university and three other area colleges provide tutors. Employees from 10 local companies serve as mentors, offering career and personal skills development support. Additional activities include field trips, speakers, and college preparation workshops. Grades have improved and parental involvement has increased in the participating schools.

Pennsylvania State University, Mont Alto

Graham B. Spanier, President

Campus Drive
Mont Alto, PA
17237-9703

Building a Consensus for Higher Education in a Rural Community

Pennsylvania State University, Mont Alto, offers programs that encourage area students to pursue a college education. One activity, Adventures in Learning, began as a Saturday introduction to college and later developed into a 2-week program for seventh- and eighth-grade classes. More than 5,000 area students have enrolled over the past 4 years. Costs are offset by local businesses and grants from school districts. The program was designed to encourage area minority students to attend college and provides support to students and their families. Students are taken to Pennsylvania State University's University Park campus, where they work with faculty in small groups on various projects. This program is currently offered in conjunction with the Job Training Partnership Act (JTPA) NEXT STEP program, a 6-week course for severely disadvantaged students. NEXT STEP offers a curriculum of environmental issues and written expression, and students participate in campus and area beautification projects. Students who complete 3 years of the program qualify for a financial-aid package to attend Pennsylvania State University. NEXT STEP is funded through local private

STEP is funded through local private industry and JTPA. To encourage students to pursue education in science and math, Mont Alto offers two programs, Math Options and Summer Science Camp. Math Options, funded by Bell Atlantic, is a day-long workshop and career fair for girls in grades 7 and 8 designed to increase their interest in careers involving math. Local women in business, science, and health professions lead the workshops. Summer Science Camp is a traditional precollege summer program offering a week of hands-on science-related activities to students in grades 4-7.

Pennsylvania State University, York

Graham B. Spanier, President

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York, PA 17403-3398

Partners in Education

In 1994 Pennsylvania State University, York campus, organized local educational providers and social service agencies to address declining education levels and increasing unemployment rates. The resulting partnership, Partners in Education (PIE), includes 16 members dedicated to improving the ability of inner-city residents to achieve their educational and economic goals. PIE provides a variety of educational and training programs to York residents, including training, counseling, job placement services, and seminars in resume writing and interviewing. Adult basic education classes offered include basic literacy, English as a second language, and general equivalency diploma (GED) preparation. Computer literacy training and access to an IBM computer lab are also provided. Special programs include Youth Against Drugs; YouthBuild, a 1-year program that provides construction training, GED preparation, leadership development training, life skills instruction, and community service; and Project Connect, a 6-month program that offers machine shop training, GED preparation, remedial education, life skills instruction, and community service. Students in YouthBuild and Project Connect receive a stipend during training.

Other PIE members include the Crispus Attucks Association, York County Industrial Development Corporation, York College of Pennsylvania, Penn State Cooperative Extension, York County Area Vocational-Technical School, York County High School, York Technical Institute, York County Literacy Council, York Even Start, York City School District, Yorktowne Business Institute, Health Education Center, Spanish American Center, Community Progress Council, and Martin Library. Funding is provided by HUD, the State of Pennsylvania, Job Training Partnership Act funds, and PIE members.

York Industrial Education Consortium

Penn State University at York has created the York Industrial Education Consortium to bring continuing education programs to area companies and to deal with workforce development issues throughout the greater York area. The main function of the consortium is to deliver Penn State undergraduate credit programs in business management and business administration to participating companies. The consortium also provides a forum for networking among human resources and training/development professionals, presents opportunities for ongoing professional development, and deals with issues such as workforce turnover and aging.

Supported by the Ben Franklin Partnership Program of the Pennsylvania Department of Commerce, the consortium has been working with the Penn State York Campus Continuing Education office for the past 5 years. In addition to Penn State University at York, consortium participants include York County Vo-Tech, York College of Pennsylvania, and several founding member companies (including Campbell Chain/Cooper Tools, Caterpillar, Inc., Harley-Davidson, and United Defense LP).

Piedmont Virginia Community College

Deborah M. DiCroke, President

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PVCC College Neighborhood Center

The Piedmont Virginia Community College (PVCC) -- in partnership with the city of Charlottesville and the University of Virginia (UVA) -- created the PVCC College Neighborhood Center to expand the employment opportunities of West Main Street area residents through higher education and to enhance current neighborhood revitalization efforts. The West Main Street area includes most of the city's public housing, and its residents have lower educational levels and higher unemployment rates than the city as a whole. The PVCC College Neighborhood Center offers onsite college services, including career counseling, academic advising, and assessment; college credits based on community needs and interests; a comprehensive program of noncredit courses designed to build skills for the workplace; and courses targeted toward meeting the training needs of surrounding businesses. The program receives funding support from the city of Charlottesville and inkind support from PVCC and UVA. A Neighborhood Advisory Group will help shape the center's form and function and will assess its ongoing effectiveness. In addition, a Business Advisory Council will be created to involve employers with neighborhood citizens and to provide specific input on skills required for employment in their businesses. The center is located in the Jefferson School adjacent to the Carver Recreation Center and will contain office space, classroom space, and a computer lab.

Rancho Santiago College, Santa Ana

Vivian B. Blevins, Chancellor

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Santa Ana, CA
92706-3398

Santa Ana 2000

Founded in 1989, Santa Ana 2000 is a collaborative effort of Rancho Santiago College, the Santa Ana Unified School District, the Santa Ana Chamber of Commerce, the city of Santa Ana, the Orange County Hispanic Chamber of Commerce, and the Private Industry Council. The coalition's goal is to improve information sharing among concerned agencies and coordinate services to make the city work better and more efficiently for its residents. Primary areas of concern include city image; gang violence and substance abuse; lack of adequate childcare, preschool, and recreation programs; inadequate preparation of students for the workforce; and lack of acceptable health and social services for children and their families. One of the initiative's achievements is the Santa Ana 2000 scholarship program, supported by a fundraising campaign that includes city, college, and Unified School District employee and municipal contributions. This program awards funds each semester to cover tuition and books for 2 years for all Santa Ana area high school students with financial need planning to attend Rancho Santiago College. Currently, the program funds 40 students.

Rensselaer Polytechnic Institute

R. Byron Pipes, President

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Troy, NY
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Troy Redevelopment Foundation

Recognizing the financial problems facing the city of Troy, New York, the five largest nonprofit organizations -- Rensselaer Polytechnic Institute, The Emma Willard School, The Sage Colleges, Northeast Health, and Seton Health System -- joined forces in 1995 to create the Troy Redevelopment Foundation. They pooled their resources to provide an annual contribution to the city. Half of this money supports services provided by the city to its residents and half is earmarked for long-term economic development and educational projects. Last year the foundation supported a revolving loan fund for businesses, an access road to the South Troy Industrial Park, and the establishment of a city marketing campaign.

Richard Stockton College of New Jersey

Vera King Farris, President

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Pomona, NJ 08240

Community Human Relations Coalition

In 1988 the Richard Stockton College of New Jersey, in Pomona, became involved in a legal dispute with the Ku Klux Klan involving the distribution of racist literature on campus. Rallying around the institution, 11 of the area's activist organizations met with college officials and negotiated an out-of-court settlement. As a result of this incident, these groups formed the Community Human Relations Coalition whose purpose is to combat racial and religious prejudice through education. Representatives include local elected and law enforcement officials, clergy, business leaders, a neighboring community college, and Stockton students, faculty, and staff. The coalition cosponsors campus and external community programs, human awareness seminars, workshops, training sessions, lectures, and media appearances. Programs have included 1-day workshops and week-long summer institutes on prejudice reduction for teachers and juvenile law enforcement officials. The coalition also has worked with member organizations and individuals, such as the Southern New Jersey Chapter of The National Conference and the Jewish Community Relations Council, to help coordinate and sponsor other regional programs and activities.

Rowan College of New Jersey

Herman D. James, President

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Camden Development Collaborative

The Camden Development Collaborative is a performance-based funding pool for community, economic, and housing development. It provides operating, predevelopment, and technical assistance and training grants to stimulate housing development, job creation, and neighborhood revitalization. The collaborative's members -- Rowan College of New Jersey, Campbell Soup Company, Community Foundation of New Jersey, Fund for New Jersey, Delaware Valley Community Reinvestment Fund, Prudential Foundation, Pew Charitable Trusts, and The William Penn Foundation -- have secured most of their funding goal. Working as an advocate, the collaborative attempts to coalesce key public, private, and nonprofit organizations seeking to develop and support coordinated and complementary strategies for community development in Camden, thereby expanding the community's overall capacity for development.

Rutgers University

Joseph A. Potenza, Provost

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Cook Student Organic Farm

The Cook Student Organic Farm allows Rutgers University students to take an active role in understanding and having an impact on the issues of hunger in New Brunswick, while also learning the basics of food production. The farm donates produce to a local soup kitchen and also sells some of its produce to a community-supported agricultural project, thus providing students with experience in both sales and community service. Excess produce is donated to the Community Food Bank of New Jersey.

Rutgers University, Camden

Walter K. Gordon, Provost

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Camden, NJ 08102

Partners in Progress

The many alliances between the community and Rutgers University's Camden campus have one common factor -- they have been created and/or supported by Rutgers, Camden in direct response to community need. The annual campus publication "Partners in Progress: A Directory of Service to the Community by Rutgers University's Camden Campus" outlines the extensive and varied cooperative partnerships between

Rutgers-Camden and both the city of Camden (population 87,000) and the surrounding region. The comprehensive cultural enrichment, health, recreational, and educational programs described in this publication are dedicated to improving the quality of life of area residents. In addition to these cooperative efforts, the campus, Camden city officials, and the Camden Board of Education have formed task forces to work cooperatively on mutual problems and concerns.

Rutgers, Camden community partnerships under the Rutgers Cooperative Extension Service include the Camden City Community Garden Program, which has transformed more than 60 of 2,000 vacant, trash-filled lots into community gardens since 1985, providing fresh produce to more than 600 families in a city with few grocery stores or supermarkets. Through another Cooperative Extension Service alliance among the 4-H Department, the Camden County Juvenile Probation Office, and the Department of Corrections, the 4-H Youth-At-Risk Program provides resources and a safety net to youth at risk of incarceration. Additional community partnerships include the Camden Corporate Watch, a consortium of public, private, and corporate law enforcement and security agencies that supplements patrols, exchanges information with the law enforcement community, and develops long- and short-term crime prevention programs; educational programs such as the 4-week Philadelphia Regional Introduction of Minorities to Engineering Program, which offers ninth-grade students intensive instruction in mathematics, communication skills, and computer applications; physical therapy screenings provided by Rutgers-Camden graduate students to area children and young adults, as well as children of South Jersey migrant farm workers; the Break and Learn Project, designed to combat Camden's high infant mortality rate by offering prenatal classes to improve pregnant adolescents' nutritional intake; and other educational, health, and cultural enrichment programs.

Saint Xavier University

Richard Yanikoski, President

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Family Nursing Center at Gladstone School

In 1992 Saint Xavier University in Chicago, Illinois, formed a partnership with the William E. Gladstone Elementary School creating the Family Nursing Center to provide family-centered primary health care at the school. The center's underlying philosophy is the World Health Organization's definition of primary health care: "Essential health care made universally accessible and acceptable to people in a community through their full participation, and at a cost the community can afford."

In keeping with this approach, the Family Nursing Center at Gladstone School uses community members and nurses, working collaboratively, to identify community health needs and plan for services. Nursing faculty and students from Saint Xavier University School of Nursing and community members then provide the needed services. Center activities include primary care by nurse practitioners and physicians, treatment of minor illnesses, community outreach, health promotion activities, and health education for children, their parents, teachers, and community members. In 1995 the center provided services to more than 2,200 clients. Every year the school nurse and counselor identify children who have not had required immunizations and physical examinations and provide them with these preventive medical services. Between June and November 1995, the center performed 113 required examinations and 110 immunizations. The Family Nursing Center integrates primary care into Saint Xavier's nursing school curriculum to prepare practitioners for work in community-based healthcare systems.

Salve Regina University

Sister Therese Antone, President

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Project Literacy Interaction for Newport Kids

In collaboration with two Newport, Rhode Island, elementary schools, Salve Regina University has established Project Literacy Interaction for Newport Kids. The proj-ect, funded by NYNEX Foundation and Ocean State Charities Trust, seeks to improve the content and delivery of the elementary-level literacy curriculum, focusing on writing and the use of information systems technology. Elementary school students are matched with Salve Regina undergraduate writing mentors, who help the students develop their writing and thinking skills, using the latest technologies. For example, mentors send students writing assignments via the Internet. Mentors also invite the students and their families to participate in a variety of oncampus activities, sharing the university experience with students and parents. The project is based at the Carey and Sullivan elementary schools, the two schools with the highest concentration of children living below the poverty level in the city.

More information on Salve Regina University

San Diego State University

Thomas B. Day, President

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San Diego State University Urban Community Service Project

The San Diego State University (SDSU) Urban Community Service Project will combine the resources of SDSU faculty with community agencies in an effort to balance school- and neighborhood-focused services. Using public schools as neighborhood focal points, the project will include teacher inservice training, peer counseling, dropout prevention programs, parent training, and entrepreneurship training activities. Regional community coordination will involve educational and business community representatives. The project is a partnership with the SDSU School of Teacher Education and the School of Social Work, June Burnett Institute, San Diego Urban League, Chicano Federation, Union of Pan Asian Communities, Parent Institute, and the Parent-Teacher Association project HOPE (Harness Our Parent Energy). This program was funded by the Urban Community Service Program, Division of Higher Education Incentive Programs, U.S. Department of Education.

San Jose State University

Robert L. Caret, President

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Silicon Valley Joint Venture Challenge 2000: Blossom Valley Learning Consortium

The Blossom Valley Learning Consortium (BVLC) is composed of the College of Education of San Jose State University, the Oak Grove Elementary School District, Santa Teresa High School, and Stanbridge Academy (a private, special education school). The purpose of the consortium is to increase student achievement by redesigning the way schools work.

Goals for 1995-96 involved setting the stage and building an infrastructure for change in the schools. A 2-week summer institute was held for 140 people—members of 6 teaching teams and 8 research and development teams—who set benchmarks and standards for the project. Summer institute training focused on BVLC goals, state-of-the-art technology in BVLC classrooms, curriculum, accountability, the teacher as facilitator, and a common vision.

BVLC will initially target language arts and literacy skills. Phase I will involve students and teachers in 88 classrooms. The program will also pair 25 teachers with the same number of student teachers in BVLC classrooms, providing master teacher workshops as well as a "literacy safety net" and support network for students. Although BVLC receives resources from the Joint Venture, the consortium is responsible for raising further cash and inkind donations for the project.

San Juan College

James C. Henderson, President

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Child and Family Development Center

The Child and Family Development Center (CFDC) began as a lab school for San Juan College's Early Childhood Education Program. It is open to preschool children of students, faculty, and the Farmington, New Mexico, community. CFDC then began to reach out into the community, providing training and consultation to local childcare providers and parenting skills classes for parents. CFDC works with Navajo Head Start to prepare Navajo teachers' aides for the Child Development Assistant certification test. The aides' scores had been low due to poor English language skills and lack of confidence in a testing environment. CFDC's program based on the oral traditions of Native Americans resulted in a significant increase in the number of students passing the test. Other outreach programs include a Toy Lending Library, Child Care Resource and Referral Service, Teen-Parent Technical Assistance, Parent University, and Crisis Nursery. Because of its success in the community, CFDC was asked to join a partnership with other service providers to develop a one-stop center for family support and preservation. The program offers a Family Resource Center, a home visitation program, and a more intensive midlevel home visitation service to promote family preservation.

More information on San Juan College

Santa Fe Community College

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Santa Fe, NM
87502-4187

Collaborative Arrangement Plan

The Collaborative Arrangement Plan (CAP) brings Santa Fe Community College in close cooperation with the Santa Fe public schools to enhance the capabilities of teachers, learners, and other school personnel and to strengthen student-centered and culturally appropriate educational reforms. The goal is to reduce the dropout rate of Hispanic-American students, improve their academic achievement, and increase their numbers among the high school graduates who enroll at Santa Fe Community College. The college, public school system, and representatives from business, industry, and the community have drafted a community-education compact to articulate CAP's goals over the next 5 years. These goals include joint faculty/staff development, concurrent enrollment initiatives, coordinated curriculum development, establishment of "gateway" programs, creation of a career transition program, development of distance learning opportunities, and design of an evaluation program.

Sheldon Jackson College

Kenneth Cameron, Interim President

801 Lincoln Street
Sitka, AK 99835

Indian River Housing Project

Sheldon Jackson College has served since 1878 as a training center for Tlingit Indians of Alaska. When the Baranof Island Housing Authority was looking for land to construct housing units for low- and moderate-income Sitka residents, the college provided more than 17 acres of land located near the center of the community. The 45 units that were constructed consist of 25 owner-occupied single-family homes and 10 duplexes. The project was jointly funded by the Bureau of Indian Affairs, Alaska Housing Finance Corporation, and HUD.

Snow College

Gerald J. Day, President

150 East College Avenue
Ephraim, UT 84627

Snow College-Ephraim City Recreation Complex

Working together, the city of Ephraim, Utah, and Snow College have been able to construct a recreation complex that neither entity could have achieved separately. The site contains four softball diamonds, two baseball diamonds, a soccer field, and an intramural area. The city borrowed funds for materials and labor. Prisoners from a local prison, supervised and assisted by Snow College staff and students, performed a significant portion of the labor. During the school year sports seasons, the college will have use of the fields, and during the summer the city will use them.

More information on Snow College

South Texas College of Law

Frank T. Read, President/Dean

1303 San Jacinto
Houston, TX
77002-7000

Partners in Peer Mediation Program

The Partners in Peer Mediation Program was developed by the South Texas College of Law Center for Legal Responsibility in cooperation with the Harris County Department of Education, Houston Bar Association, Dispute Resolution Center, and Rice University Center for Education. Under the program, specially trained teams of lawyers, law students, community mediators, and teachers jointly conduct peer mediation training in Harris County's middle and elementary schools in Houston. The program is a culturally sensitive curriculum aimed at teaching students to identify, manage, and resolve conflicts peacefully among their peers, as well as to improve students' communication and problemsolving skills. Partners in Peer Mediation currently provides conflict resolution training to 1,250 students from 63 county schools in 13 school districts. An estimated 57 volunteer lawyers, 50 law students, and 45 community mediators are teamed with about 140 teachers and school administrators to conduct the training. Participating attorneys and law students gain invaluable insight into juvenile issues and help teachers and students create peaceable classrooms.

Southeast Community College, Lincoln

Jack Huck, Chancellor

8800 "O" Street
Lincoln, NE 68520

Ventures in Partnerships

Southeast Community College is one of Lincoln, Nebraska, public schools' partners in the 10-year-old Ventures in Partnerships (VIP) Program. Southeast Community College provides the site and serves as host of two popular VIP projects, the Red Cross Basic Aid Training Program and the Earth Wellness Festival. To date, more than 300 volunteers have instructed approximately 2,400 fourth graders in the age-appropriate Red Cross Program, which helps students prepare for, prevent, and respond to emergency situations. The Wellness Festival has allowed about 3,500 fifth-grade students to participate in a day of learning and activities to reinforce good stewardship of the Earth's resources. Educators, environmentalists, and government representatives are among the 400 educators who have participated in the festival.

Southeast Missouri State University

William Atchley, President

One University Plaza
Cape Girardeau, MO 63701-4799

Weed and Seed Program

Faculty from Southeast Missouri State University, working with the U.S. attorney's office and numerous government agencies, are involved in implementing a Weed and Seed Program in the Sunset community of Sikeston, Missouri. This program "weeds" out violent crime and drug and gang activity from selected neighborhoods by "seeding" those areas with a variety of public and private development efforts to prevent the return of crime. Concentrated law enforcement efforts in Sunset are being followed by economic development programs in target areas. University faculty have provided technical assistance, conducted research, prepared grants, helped with community organization, and trained staff personnel and volunteers.

Southern Maine Technical College

Wayne H. Ross, President

Fort Road
South Portland, ME 04106

Students of the 21st Century

In 1989 Southern Maine Technical College established a formal partnership called Students of the 21st Century with 26 first graders at South Portland's Kaler Elementary School. Under the partnership, the 26 at-risk students receive certificates for free tuition for a 1- or 2-year program at the college. Although having a certificate does not guarantee admission, students who meet the college's admission requirements can use the certificate to pay for their education. A key program objective is to eliminate or minimize many of the financial, emotional, and sociological barriers that prevent at-risk children from staying in school and obtaining a high-quality postsecondary education. Also under the program, students receive tutoring and mentoring as needed throughout their academic careers. Each student who achieves perfect attendance receives a $100 U.S. savings bond at the end of each school year, and each student who misses 2 days or fewer receives a $50 savings bond. Students and parents are invited to participate in several social and student-centered events, and students are paired with college students who serve as big brothers or big sisters. The lifetime tuition waiver is nontransferable and must be used for a 1- or 2-year program.

Southwest Missouri State University

John H. Keiser, President

205 Carrington Hall
901 South National Avenue
Springfield, MO 65804-0089

Good Community Project

Southwest Missouri State University collaborated with the Springfield Police Department to organize a conference on urban violence for concerned organizations throughout the community. The 150 attendees agreed that followup action needed to be taken. The conference planning committee continued, organizing a year-long series of initiatives called "The Good Community Project," a term used by sociologist Robert Bellah. Over the course of a month, the community explored the idea of "the good community" through media presentations, lectures, and public forums that brought together citizens from all segments of society—former gang members; leaders in business, education, and church; and high school students. Some 7,000 residents attended a Good Community Fair, designed to attract volunteers to various local organizations. Plans are also underway for attracting funds to develop a Child Advocacy Center that would house services for sexually abused children, a pediatric Medicaid clinic, and a child development laboratory.

State University of New York College at Cortland

Judson H. Taylor, President

Room B-127, Van Hoesen Hall
P.O. Box 2000
Cortland, NY 13045

Access to College Education Initiative

The Access to College Education (ACE) Initiative brings together four area colleges—State University of New York College at Cortland, Cornell University, Ithaca College, and Tompkins Cortland Community College—to identify students with academic potential and encourage them to attend college. In the eighth grade, the program identifies life factors that might inhibit young students from aspiring to a college education. Throughout their secondary school years, students are exposed to an organized sequence of activities based on their interests and abilities, which will extend both a promise and a challenge concerning college education. The presidents of the partner institutions signed a pledge assuring that students who meet ACE's academic and participation requirements will be guaranteed admission to at least one of the four colleges and that they will receive special consideration for securing financial aid. Since January 1993, 700 students have participated in ACE.

State University of New York College at Farmingdale

Frank A. Cipriani, President

**Route 110
Farmingdale, NY
11735-1021**

Liberty Partnerships Program

Through its Liberty Partnerships Program, the State University of New York (SUNY) at Farmingdale provides at-risk students with a broad range of services designed to increase their motivation and ability to complete high school and to seek entry into postsecondary education and meaningful employment. Program activities include tutoring, personal and family counseling, academic support, field trips, and career and college preparation. These activities take place on the college campus and at participating schools and community-based organizations. Since its inception in 1989, the Partnerships Program has served more than 1,250 secondary school participants. The program has had a 92-percent graduation rate, with 93 percent of graduates continuing on to college, careers, or the Armed Forces. Four school districts and four community-based organizations are partners with SUNY on this project. Support for program activities comes primarily from the New York State Department of Education and from inkind contributions from the college and the other partners.

Science and Technology Entry Program

Through its Science and Technology Entry Program (STEP), SUNY at Farmingdale prepares students from historically underrepresented or economically disadvantaged backgrounds to enter postsecondary degree programs in the licensed professions and in scientific, technical, and health-related fields. Since its inception in 1988, STEP has served more than 900 students in grades 7 through 12. The New York State Department of Education provides 75 percent of the funding for the program, with the remaining support coming from inkind contributions from SUNY at Farmingdale, partner districts, and other sources.

During the academic year, STEP students participate in oncampus Saturday workshops and laboratories in biotechnology, nursing, computing, dental hygiene, engineering technology, law, medical technology, study skills, and criminal justice. Students also take field trips to such places as the Nassau County Medical Center, the Wertheim National

Wildlife Refuge, and the Liberty Science Center. During the summer, students participate in 3-week workshops and laboratories in physics, biology, engineering, mathematics, computing, career exploration, and study skills. In addition, STEP offers academic, personal, and career counseling throughout the year. STEP also supports a school-operated radio station and a peer-tutoring project.

Stevens Institute of Technology

Harold J. Raveche, President

Castle Point on the Hudson
Hoboken, NJ 07030

Hudson County Economic Development Alliance

To sustain county economic revitalization in Hoboken, New Jersey, Stevens Institute of Technology and the Hudson County Economic Development Corporation are collaborating to channel private- and public-sector organizations' interests and energies into selected strategic initiatives. To identify priority projects, the partners sponsored a series of economic summit conferences to which they invited mayors, chief economic planners, business leaders, State and local government officials, and academic leaders. One of the top priorities to emerge from this process was the establishment of a Life Cycle Product Management Center. The center is funded by Stevens with matching Federal funds from the Economic Development Administration, U.S. Department of Commerce. Another alliance project, which also involves the State of New Jersey and county agencies, is an effort to bolster the Hudson County embroidery industry, which accounts for 75 percent of U.S. embroidery output.

Tennessee Technological University

Angelo A. Volpe, President

P.O. Box 5035
Cookeville, TN 38505

Preventing Teenage Pregnancy in Putnam

An extensive array of services and program components for teenagers characterize this prevention program that was originally funded in 1994 when the State Commission on Children and Youth awarded the University's School of Home Economics a 1-year grant to replicate model teenage pregnancy prevention programs that had been successful throughout the State of Tennessee. Current funding comes from The Upper Cumberland Community Health Agency. In addition to providing pregnancy prevention education, Preventing Teenage Pregnancy in Putnam (PTPP) has an advisory council composed primarily of teens. The council assists with the design of program components that include an abstinence program, a public awareness campaign, countywide teen health fairs, a support group for pregnant and at-risk teens and their parents, and a prenatal program for pregnant teens. PTPP also sponsors many community-based social and educational events that are designed by and for teens and focus on pregnancy prevention. AIDS and substance abuse prevention are addressed by the program as well. Males are encouraged to participate in all components of PTPP.

Texas A&M University, Kingsville

Manuel L. Ibanez, President

Campus Box 101
Kingsville, TX 78363

Academy High School/University Partnership

Texas A&M University has established Academy High School at its Kingsville campus to serve high school students from the Santa Gertrudis and Driscoll independent school districts. Academy High School is an innovative school that provides personalized instruction, small student-centered learning groups, a year-round schedule, and use of the university's instructional facilities. The two school districts administer the program jointly. A school advisory council is composed of representatives of the school districts, the university, and the community.

Texas Woman's University

Carol D. Surles, President

P.O. Box 425617
Denton, TX
76204-3617

TWU: Community Assessment, Research, Education and Service

Texas Woman's University: Community Assessment, Research, Education and Service (TWU CARES) provides health care to the poor and underserved populations of Denton, Texas. The city housing authority provides space for the nurse-managed health center that was developed following a needs assessment conducted by graduate nursing students in 1988. University faculty and students conduct numerous health screenings, monitor chronic diseases, assess child growth and development, offer immunizations, perform physical examinations for work and sports, and deliver comprehensive dental care. The dental clinic is a collaborative effort between the TWU Dental Hygiene Department and the Denton County Dental Society. Volunteer physicians serve as consultants to the nurses for medical problems and provide free or low-cost medical care for TWU clients referred to them. TWU CARES is supported by a HUD special projects grant and State, city, county, and private funding for the city and county of Denton. Fees and gifts from the community pay for diagnostic tests, surgeries, eyeglasses, and medications for indigent clients.

Thomas Nelson Community College

Shirley Robinson Pippins, President

P.O. Box 9407
Hampton, VA 23670

ATOMS and RSI

To help students meet the demands of an increasingly technological workplace, Thomas Nelson Community College, located in Hampton, Virginia, in 1990 established the Adventures in Technology = Options in Math and Science (ATOMS) Program and the Regional Summer Institute (RSI). In collaboration with local businesses and public school systems, the college designed the programs to reach the "forgotten population" of average achievers in middle schools. These students frequently choose not to take higher level high school math and science courses.

ATOMS introduces students to careers in math, science, and technology. The 4-week RSI Program enables students to attend classes in math, science, computers, and engineering. Both programs emphasize cooperative learning and applied technology, encourage students to enroll in higher level math and science courses, and attempt to attract more female and minority student interest in mathematics and science. About 2,700 students participate in the program each year, and more than 18,000 students have completed the program since 1990. The programs have been highly successful. ATOMS students enroll at higher rates in mathematics and science courses and score higher on achievement tests than do other students.

The U.S. National Aeronautics and Space Administration (NASA) has been the major funding source for the programs. In the future, activities will be supported by an endowment fund to which Thomas Nelson Community College's partners have contributed (Canon Virginia, Inc., Newport News Shipbuilding, Siemens Automotive, CEBAF, NASA Langley, and Anheuser-Busch). All five public school systems (York County, Newport News, Hampton City, Poquoson City, and Williamsburg/James City County) are located on the Virginia Peninsula and contribute by supplying student transportation and substitute teachers to fill in on training days for the school teams. The school systems will contribute a pro rata share in the future. Thomas Nelson Community College contributes office space, general supply funds, and 50 percent of staff salaries.

Job Opportunity Basic Skills/College Enrichment Program

The Job Opportunity Basic Skills (JOBS)/College Enrichment Program is a joint effort of the Newport News and York-Poquoson Departments of Social Services and Thomas Nelson Community College. The program assists single-parent students who receive public assistance through participating social services departments. The goal is for them to become self-sufficient and successful in the workplace. The program provides a monitored study hall, counseling, tutorial assistance, and workshops on various topics.

Students are assigned to the program by their Employment Services Worker at the Department of Social Services. They must report to study hall during specific times (usually 4 to 10 hours a week) and are required by the State to spend at least 20 hours a week in both supervised study and classes. Workshops are presented once a month, including one titled "Study Skills and Effective Note-Taking." There is a Job Readiness Institute, which prepares students for the workforce by teaching them personal marketing techniques, resume writing, correspondence, and job survival skills. The College Enrichment Program serves about 100 students a year. Grade point averages (GPAs) have improved significantly since 1991, when the program began. In 1995, 18 percent of the program's students had GPAs of 3.2 or more, and 27 percent maintained GPAs of 2.5 to 3.0.

Trident Technical College

Mary Dellamura Thornley, President

P.O. Box 118067
Charleston, SC
29423-8067

Trident Area Community of Excellence

The Trident Area Community of Excellence (TACE) is a communitywide nonprofit organization that promotes continuous improvement in the quality of goods and services provided by business, industry, and government in the Charleston, South Carolina, area. Since TACE was founded in 1990, Trident Technical College has been its principal sponsor, funding the executive director and providing the host site and administrative support. More than 75 organizations and 1,500 individuals are actively involved in TACE. Activities range from an annual quality forum -- a 1-day event that focuses on quality and customer service in business and is attended by CEOs of local businesses, quality professionals, local academics, and line workers -- to monthly luncheons and ongoing professional roundtables, seminars, and plant tours.

Union College

Jack C. Phillips, President

310 College Street
P.O. Box 905
Barbourville, KY
40906

Hunger and Homelessness Awareness Weeks

Union College's Hunger and Homelessness Awareness Weeks, funded through the Dean of Students' office, raised community awareness of hunger and homelessness and explored these issues. For a week during the fall semester, the college focused on hunger. Activities included viewing documentaries, fasting, hosting guest speakers, publicly weighing wasted food, and holding a hunger banquet. During spring awareness week, campus events emphasized homelessness. Students toured homeless shelters, collected items to donate to shelters, and experienced firsthand a night of homelessness by sleeping in their own "Cardboard City." Students also hold monthly food and clothing drives to benefit local missions and churches.

More information on Union College

United States Naval Academy

Admiral Charles R. Larson, USN, Superintendent

121 Blake Road
Annapolis, MD
21402-5000

Ingenuity Winter Exploration

Ingenuity Winter Exploration is a component of the Ingenuity Project launched in 1994 to address historically poor mathematics and science scores in Baltimore, Maryland, schools. A joint venture of the Abell Foundation and Baltimore City Public Schools, the Ingenuity Project has drawn on an extensive network of professional partnerships and resources to offer sixth-grade, at-risk students in Baltimore schools the opportunity to achieve at the highest national levels in mathematics and science.

During winter months, the U.S. Naval Academy invites Ingenuity students to travel to the Academy one Saturday each month for 5 months. Midshipmen work with the students using the academy's advanced technological resources to perform hands-on laboratory exercises that reinforce mathematics and science skills. Laboratory activities include learning navigation skills using a large chart of the Chesapeake Bay; learning to use navigation equipment such as a sextant and compass; learning to plot navigational points using latitude and longitude; and solving speed, time, and distance problems. Other topics include aerodynamics and hydrodynamics. After the laboratory activities are completed, students are invited back to the Naval Academy for a day of sailing on 44-foot J-boats, where they have the opportunity to apply the navigational and mathematical skills they have learned.

University of Alabama at Birmingham

J. Claude Bennett, President

1075 13th Street South
Birmingham, AL
35294-4440

Technology Incubator Program

In 1986 the University of Alabama at Birmingham (UAB) established the Office for the Advancement of Developing Industries (OADI) to provide high-tech startup companies with the resources they required to become viable business enterprises. Through its Technology Incubator Program, OADI offers low-cost office and laboratory space, professional and clerical support services, and access to university resources and staff to enhance entrepreneurs' opportunities for success. OADI has assisted 52 Birmingham-area companies in all areas of technology, including medical instrumentation, pharmaceutical development, nuclear medicine supplies, environmental science, airborne mapping, computer software development, and computer modification. The 21 companies that have graduated from the oncampus Technology Incubator Program following a 3- to 7-year stay generate a total of $50 million in annual sales. Financial assistance through public, governmental, and private sources has enabled the program to expand from a 35,000-square-foot facility housing up to 20 tenants to a 66,480-square-foot facility (the Genesis Center), which will be ready to house 40 tenants by January 1997. The Genesis Center is the first of 25 buildings that will make up UAB's Research Park at Oxmoor. It is anticipated that companies graduating from the UAB OADI incubator program will move to other sites within the 100-acre business park and will continue to share this nurturing environment with other high-tech firms. Supported by the city of Birmingham, HUD, and the U.S. Department of Commerce, the Genesis Center and UAB Research Park will provide the Birmingham area with 3,611 permanent new jobs and $130 million in payroll-related local business volume upon completion.

University of Alaska, Anchorage

Edward Lee Gorsuch, Chancellor

3211 Providence Drive
Anchorage, AK 99508

Alaska Colleagues in Caring

The University of Alaska joined 14 Alaskan health and social service agencies to establish a regional collaborative for nursing workforce development. Partners include the Alaska Center for Rural Health, the Alaska Department of Corrections, the Anchorage Department of Health and Human Services, and Wrangell General Hospital. After conducting a needs assessment for acute, long-term, chronic, primary-care, and public-health nursing, the program partners will develop a dependable system for estimating future needs and will analyze the region's ability to meet those needs. To improve the region's ability to meet needs, the program partners will develop a regional consortium of schools, other relevant institutions, and healthcare providers to plan and implement models to enhance educational and career mobility for nurses. The program partners will also develop a mechanism to monitor nursing-care needs and build a workforce with corresponding strengths.

I Did It By TWO! Race to Vaccinate

Because the Iditarod Trail Sled Dog Race commemorates the urgent relay of serum to halt the 1925 diphtheria epidemic in Nome, the University of Alaska's School of Nursing and Health Sciences chose it as a symbol for a project to increase public awareness of the importance of infant immunization. Iditarod mushers have supported the I Did It By TWO! Race to Vaccinate project by carrying posters in the race, making public appearances in clinics, and distributing information. The proj-ect features "checkpoints" at ages 2, 4, and 6 months. Children who "win" the race with proper immunization by age 2 receive a certificate with a musher's autograph. In addition to university staff's development of the project, student nurses have gained valuable health education, immunization, community services, and research experience by contributing to the project. In 4 years the rate of adequately immunized 2-year-olds has increased by 10 percent to 62 percent.

University of Arkansas

Daniel E. Ferritor, Chancellor

104 North East Avenue, Suite 1
Fayettesville, AR 72701

Community Design Center -- Downtown Bentonville Study

The University of Arkansas Community Design Center, established by a bequest from the Harvey and Bernice Jones Foundation, is a nonprofit institution assisting towns, villages, and municipalities throughout the State with planning and design services that are often beyond the scope of local resources and expertise. Time permitting, center staff will visit any community in the State to determine the nature and scope of issues that concern the localities. In its recent study of downtown Bentonville, the Community Design Center worked with the town's mayor and a citizens' planning group to analyze several aspects of Bentonville's downtown, including traffic, business development, parking, historic preservation, pedestrian facilities, and recreation.

University of California

Richard C. Atkinson, President

316 Wurster Hall
Berkeley, CA
94720-1870

UC Links

UC Links, a statewide afterschool educational initiative, links 9 University of California campuses and 7 California State University campuses in innovative computer-based programs at 17 school and community sites. University students taking an interdisciplinary child development course conduct fieldwork in these community-based programs, mentor educationally disadvantaged youth in grades K-12, and observe their progress in computer skills, language, mathematics, science, and basic learning skills.

This combination of university coursework, afterschool activities, and mentoring integrates the university's threefold mission of teaching, research, and community service. Teaching goals are realized by providing undergraduates with experience in applying theories of cognition and social development to community settings and by giving teachers and parents the training and support needed to meet children's academic and social needs. Research goals include evaluating the impact of these computer-based afterschool activities on the language, mathematics, science, and computer literacy of youth in grades K-12; evaluating community service effects on undergraduate education; and obtaining increased knowledge about the social and cultural context of learning, teaching, and schooling. Community service goals include raising the educational aspirations of school children and their parents by building academic knowledge, communication skills, and problemsolving skills.

For more information on University of California

University of California, Los Angeles

Charles E. Young, Chancellor

405 Hilgard Avenue
Los Angeles, CA
90024

High School Workers Health and Safety Program

Aided by a grant from the National Institute of Occupational Safety and Health, the University of California, Los Angeles (UCLA) is working with Thomas Jefferson High School in Central Los Angeles and Concerned Citizens of South Central Los Angeles to design a pilot program to teach high-school-age workers workplace health and safety. The Labor Occupational Safety and Health Program is currently conducting a study to determine where Jefferson students work, the hazards they face, and their general knowledge of workplace safety. Upon completion, project staff will conduct awareness sessions for parents, teachers, and employers; develop lesson plans and materials for the school to use; and produce a how-to guide for use by other schools and communities.

More information on the University of California, Los Angeles

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University of California, Riverside

Raymond L. Orbach, Chancellor

900 University Avenue
Riverside, CA
92521

Campus and Community Service Program

Through the Campus and Community Service Program, the University of California, Riverside, works with local organizations and institutions to improve the community and provide university students with hands-on work experience and the opportunity to participate in public service activities. The Campus and Community Service Program encompasses three programs. The University of California, Riverside, volunteers participate in a variety of community service projects, including a fall food drive, support for the local hospice, and neighborhood cleanup events. The Paid Tutorial Program enables university students to earn money or academic credit by tutoring primary and secondary school students, many from low-income households, in academic subjects. Through the related Education 100 Program, the university offers academic credit for providing tutorial services at local primary and secondary schools and at afterschool programs. University students have provided more than 2,700 hours of tutorial work in more than 40 schools and other facilities.

University Village

University Village, a commercial center to be located next to the university campus, results from a partnership among the university, a local redevelopment agency, a local bank, a private developer, and HUD. This massive undertaking is an urban retail, entertainment, dining, and professional office center where the university and the surrounding communities can interact in a safe, friendly, pedestrian village environment. Current plans include a movie theater that will be used by the university during the day for classes, a coffee house, a book store, restaurants, the Riverside Campus Credit Union, other retail businesses, and university and professional offices. The project is expected to provide more than 400 new jobs onsite, with at least half targeted for low- and moderate-income individuals.

University of Central Florida

John C. Hitt, President

**4000 Central
Florida Boulevard
Orlando, FL
32816-1250**

Project RESPECT

Project RESPECT (Regular Education, Student Service Personnel and Exceptionalities Collaborating Together), the product of a partnership between the University of Central Florida (UCF) and the Seminole County School District, was established to enhance an educational service delivery system that would be responsive to the needs of all students in Orlando. The project also involves the startup of a professional development/family resource center for group activities. Project RESPECT operates in the Goldsboro Elementary School (GES), where UCF student interns, university staff, and local school personnel provide joint instruction. The partnership supports intervention and mentoring programs, gifted student screenings, social skills classes, and support groups for children who have experienced a loss. Parent participation has increased, as have partnerships between the school and area businesses, providing additional equipment and resources to the school. More than 340 GES students and nearly 40 GES teachers have received assistance through Project RESPECT. AT&T has provided computers and equipment, and the project has been funded through a technology innovation grant, a Winn-Dixie grant, and local businesses.

University of Chicago

Hugo Freund Sonnenschein, President

5801 Ellis Avenue
Chicago, IL
60637-1473

Revitalization of Woodlawn and North Kenwood/Oakland

The University of Chicago serves as "junior partner" to several community-based organizations in the Woodlawn and North Kenwood/Oakland neighborhoods, which have suffered from 40 years of disinvestment. In 10 years of involvement with these organizations, the university has acted as a catalyst for numerous projects. It guaranteed more than $1 million in loans from the Local Initiatives Support Corporation so community organizations could act as joint partners with private housing developers. The housing that resulted was the first market-rate housing created for these neighborhoods in more than 40 years.

Working with a community organization, the university developed the Southside School Demonstration Project, resulting in collaborations among 24 public schools. The university's Center for School Improvement has helped raise funds for the proj-ect and has advised local schools on strategic planning. The university has also been involved in activities to improve networks of supportive services and to enhance local crime prevention efforts.

University of Cincinnati, Clermont College

Roger J. Barry, Dean

4200 Clermont
College Drive
Batavia, OH
45103-1785

Launch Your Career Days

Since 1990, the Clermont County Employment Services Network -- a collaborative of Clermont College, the University of Cincinnati, Clermont Board of Education, and Clermont County Department of Health and Human Services -- has assisted welfare recipients in transitioning to the workforce. Launch Your Career Days, a Network project, spends 3-8 days in job search and retention activities. At the 1996 event, more than 600 participants and 40 employers are expected to attend -- the largest and only event of its kind in Clermont County. Activities for the 1996 Launch Your Career Day include a job fair and seminars on interviewing, resume critiquing, nontraditional careers for women, and careers in fields such as accounting, management, and communications.

University of Delaware

David P. Roselle, President

Graham Hall
Newark, DE
19716-7301

Housing Capacity Building Program

The Housing Capacity Building Program (HCBP) in Newark is a partnership of the University of Delaware's Center for Community Development, the Delaware State Housing Authority, and the Delaware Community Development Foundation. HCBP fosters a stronger affordable housing delivery system by strengthening the capacity of housing organizations to build, maintain, or support affordable housing. This effort is accomplished through increased information, training, and technical and financial assistance. The program components are housing information and awareness, provided by a housing resource center; technical assistance, provided through a talent bank; training through seminars, conferences, and workshops; technical assistance in financial management, organizational development, or project-related issues; and financial computer or consulting services. A statewide electronic network is planned for the near future. This program is funded through the U.S. Department of Education's Urban Community Services Program.

University of Detroit, Mercy

Maureen A. Fay, O.P., President

P.O. Box 19900
Detroit, MI
48219-0900

Detroit Collaborative Design Center

The Detroit Collaborative Design Center at the University of Detroit Mercy School of Architecture is a multidisciplinary organization dedicated to renewing the city by helping revitalize its neighborhoods. The Design Center provides design and planning assistance to nonprofit, community-based organizations that could not otherwise afford it. It seeks to promote collaboration among community organizations, local governments, and private developers to confront the social, economic, cultural, and political realities that have contributed to the physical deterioration of urban Detroit. Toward that end, the Design Center emphasizes education and facilitates development of the urban environment through direct services, analysis, and advocacy. By working with students, local design professionals, and community-based organizations, the center seeks to enhance leadership capacity and promote quality design projects that respond to locally defined concerns. The Design Center has coordinated neighborhood analysis and planning projects for more than15 community-based organizations throughout the city.

University of Houston, Downtown

Bill Hobby, President

One Main Street
Houston, TX
77002-1001

Jefferson Davis Educational Collaborative

The Jefferson Davis Educational Collaborative is a corporate/educational/community partnership that includes a scholarship program, academic enrichment courses, and internship opportunities for inner-city high school students at risk of dropping out of school. To promote college attendance, the partnership provides Tenneco Presidential Scholarships to qualified high school students. The three major partners are the University of Houston, Tenneco, and the Houston Independent School District. The program also includes support from the Houston Endowment, one of the State's largest foundations.

University of Maryland, Baltimore

David J. Ramsay, President

511 West Lombard Street
Baltimore, MD
21201-1691

Community Health Worker Outreach Program

The Community Health Worker Outreach Program is one of five Enhancing Neighborhood Action by Local Empowerment Programs that collaborated to gain funding in 1994 from the Corporation for National Service's AmeriCorps Program. Faculty of the University of Maryland at Baltimore created the program to help low-income, inner-city patients with chronic illnesses understand and follow medical instructions from their healthcare providers. Faculty members train volunteers and lay workers from the community to teach patients with diabetes or high blood pressure about their illnesses. After 60 hours of intensive training, the community health workers visit patients in their homes, remind them to take their medications and keep appointments, and help them watch for signs of complications. Community health workers also intercede with doctors and pharmacists to help patients deal with a host of social and cultural issues such as illiteracy and lack of money for prescription co-pays, day care, food, and rent. As part of this program, faculty members from the Schools of Pharmacy, Medicine, and Nursing also conduct continuing education lectures twice each month on health-related topics. The program director is currently collaborating with the university's School of Social Work and School of Law on an AT&T grant that will allow the university to open "distance learning centers" throughout southwestern Baltimore through which community health workers will communicate with university faculty by computer and introduce patients to new avenues of learning.

University of Maryland, Eastern Shore

William P. Hytche, President

Princess Anne, MD
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Business Incubator Project

The University of Maryland, Eastern Shore, seeks to improve the economic base of Princess Anne, Maryland, by implementing an incubator program to help minorities start small businesses or expand existing ones. The project first develops a collaborative agreement among university units (fashion merchandising, interior design, cooperative education, construction management and technology, and business and economics), the Somerset County Office of Economic Development, and the Delmarva Business League. After conducting a community needs assessment, the project helps entrepreneurs start businesses. In addition to providing financing through the Rural Development Center Revolving Loan Fund, the project offers assistance in business layout, renovation, marketing plans and materials, and staffing issues.

University of Medicine and Dentistry of New Jersey

Stanley S. Bergen, Jr., President

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Break the Mold Project

The Break the Mold Project was established to enrich the academic experience of students at Newark's Central High School. The University of Medicine and Dentistry of New Jersey (UMDNJ) designed the project in collaboration with local business, higher education, and philanthropic communities; teachers and parents; community leaders; and the Newark, New Jersey, school system. The project focuses on individualized student and staff interaction, higher academic standards, and increased curriculum choices directed toward specific careers. A major thrust is the creation of smaller units or "houses" within the larger high school to establish a more caring sense of community and to enhance communication between the faculty and administration and the students and their families.

The university adopted Central High School's Health/Sciences House and provided several computers and funding for students to attend a summer Partners in Science Program. In addition, UMDNJ students mentor Health/Sciences House students; conduct workshops in study habits, self-management, African-American heroes in the health sciences, and other areas; and work with students on their science fair projects. The program also features a crisis intervention program that provides free sessions to students who have witnessed violence.

University Heights Development Program

For more than a decade, the University Heights Development Program has undertaken to revitalize Newark's University Heights area. The program results from a partnership among the University of Medicine and Dentistry of New Jersey; Rutgers, the State University of New Jersey; New Jersey Institute of Technology; Essex County College; and the community. This productive partnership developed and implemented a plan to build 1,600 low-, moderate-, and market-rate housing units and new retail stores. Included among the stores is the area's first supermarket in two decades. Minority businesses participate significantly in this effort to increase the attractiveness of the neighborhood in order to encourage additional commercial and residential investment. In addition to the funding each partner provides to this project, the four universities and colleges also have received State grants, corporate and foundation support, and inkind contributions to supplement HUD special-purpose funds. A second phase of University Heights redevelopment, a science park, is currently being constructed.

University of Michigan

James J. Duderstadt, President

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Chandler Park Revitalization Project

In 1994 community residents, the Detroit Parks Department, and University of Michigan students and faculty formed a partnership to produce a strategy for upgrading Detroit's Chandler Park. Chandler is Detroit's fourth largest park and serves people throughout the East Side, including many low-income and public housing residents. Reflecting both long- and short-term needs of the community, the new park design will create recreational opportunities that improve people's health and meet their psychological and social needs, while encouraging economic development in the area around the park.

Detroit Community Outreach Partnership Center

In 1994 the University of Michigan, Michigan State University, and Wayne

State University formed the Detroit Community Outreach Partnership Center to provide community development organizations with better access to current university research and information and to new tools to help their community economic development efforts. Each of the universities involved has partnered with a coalition of neighborhood organizations. Collaboratively, the universities have facilitated community outreach efforts for Detroit's Redevelopment of Urban Sites Program (sponsored by the U.S. Environmental Protection Agency) and the creation of a geographic information system that can be used interactively by residents. The universities also have been working independently on projects. These include providing technical support and business assistance to community-based organizations interested in creating and retaining existing businesses, providing legal assistance to broker-negotiated agreements between nonprofit community development corporations and for-profit developers for residential and commercial projects, and helping a tenant-based management group develop plans to manage a public housing community.

Michigan Neighborhood AmeriCorps Program

The Michigan Neighborhood AmeriCorps Program combines the resources of the Michigan Neighborhood Partnership and five University of Michigan graduate professional schools (Business Administration, Public Health, Public Policy, Social Work, and Architecture and Urban Planning). Community service teams composed of community and university student participants work on education, environment, public safety, and human needs projects. Specific projects have included afterschool and tutoring programs for Arab-American children, a housing and commercial redevelopment project, a coalition for economic development in the Detroit Empowerment Zone, a Survival School for students expelled from school for weapon possession, and a community health clinic.

University of Michigan, Flint

Homer Neal, Interim President

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Community Stabilization and Revitalization Project

The Community Stabilization and Revitalization Project (CSR) has provided technical assistance to businesses and nonprofit organizations in Genesee County, Michigan, since March 1994. Grant funds for the CSR project were provided to the city of Flint via a special congressional line-item allocation by HUD and the Charles Stewart Mott Foundation. The University of Michigan, Flint (UM, Flint) manages and provides all assistance. Genesee Economic Area Revitalization, Inc., a local economic development agency supported by public and private funds, was also named a subgrantee, to be the project's marketing arm.

Three forms of technical assistance are provided: project assistance, workshops, and a "faculty-on-site" program. Project assistance efforts utilize faculty, staff, students, or alumni from the University of Michigan (both Flint and Ann Arbor locations) or outside consultants as appropriate. Assistance is provided on a cost-share basis, with most costs underwritten by grants. Organizations seeking help contact CSR, and a project manager identifies the need and the person(s) appropriate to provide assistance. A proposal is made outlining the assistance needed, a timeframe, and budget. From March 1994 through January 1996, projects were completed for 49 client organizations. Projects have included strategic planning, program assessment, design of a computer information system, marketing plans, and financial reviews. Assistance projects have utilized 34 faculty members (25 from Flint and 9 from the Ann Arbor campus), 11 University of Michigan students, 7 staff members, 6 alumni, and 4 consultants. A preliminary evaluation of the CSR project, conducted by the director of research and graduate programs, revealed that 65 percent of the organizations receiving assistance and 65 percent of workshop attendees had no prior contact with UM, Flint; however, 98 percent indicated that they would return for assistance.

University of Mississippi

Robert C. Khayat, Chancellor

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Family Support Project: Information and Referral Service

This project operates within the University's Department of Social Work. It was developed to serve as an information and referral service to link social service agencies with persons in need of such services. Program services are available through public agencies and both formal and informal community, State, and national resources. Funding is provided by the State and the University's Social Work Department. Community volunteers serve as advisers and direct-service providers for the project. Eventually, responsibility for this project will be transferred to community entities.

Market Research and Strategic Planning Services

Four Market Research and Strategic Planning Services studies have been conducted by the university to assist localities and private organizations with development of public and for-profit products and services. Studies were conducted for the Tupelo Airport Authority, the Siege and Battle of Corinth Historical Commission, the New Albany William Faulkner Birthplace Museum, and the Economic Development Foundation.

Mississippi NASA Community College Initiative

A faculty enhancement and curriculum enrichment project, with a goal of linking the community colleges of Mississippi with resources available from the National Aeronautics and Space Administration (NASA), was developed under The Mississippi NASA Community College Initiative, a partnership between Mississippi's 4-year institutions of higher learning and its community colleges. The project focuses on addressing local educational, technological, and economic development needs, as well as promoting additional technology transfer between the university and the community colleges.

Mississippi NASA Space Grant Consortium

A consortium supported by NASA includes the State's four comprehensive/research universities, the four regional universities, and four community colleges. This consortium works to impact education in a positive way through special projects. Among the statewide and community-based special projects are faculty training, fellowships and scholarships, public outreach, and special activities for grades K-12 focusing on science.

Project Learn, Earn, and Prosper

The University of Mississippi created Project Learn, Earn, and Prosper to reduce the high rate of adult illiteracy in the State. The program is now available nationwide through a videotape and a two-way audio distance learning program broadcast via satellite from the University of Mississippi. The project seeks to help nonreaders advance to the level of functional literacy (grade 8 or higher), prepare learners to earn a general equivalency diploma (GED), and to equip participants with life-coping and job-readiness skills to enhance their career awareness and employability. Classes are broadcast by satellite from the university's Oxford campus. The coursework and satellite broadcast format accommodate diverse learners based on their strengths and weaknesses as identified by the Tests of Adult Basic Education..

In the classroom, learners participate in small group activities, peer-tutoring sessions, and one-on-one work with a facilitator. Onsite facilitators and learners can interact daily with television teachers through toll-free telephone lines. To coordinate the television curriculum with onsite instruction, each classroom receives a weekly program guide. The program is funded by the University of Mississippi, the U.S. Department of Health and Human Services, and the Mississippi Department of Human Services' JOBS Program. Program participants make contributions as well.

University of Mississippi/City of Oxford World Wide Web Site

Students in the University of Mississippi's Computer Science Department created an Internet Web site for the city of Oxford in return for the city's funding the purchase of computers, peripherals, and software. The product can be viewed at http://www.ci.oxford.ms.us.

University of Missouri, Columbia

Charles A. Kiesler, Chancellor

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Helping Our Kids Campaign

To compensate for reduced public school funding, the University of Missouri, Columbia, has initiated the "Helping Our Kids Campaign," a partnership between the university television station KOMU-TV and area businesses and schools. The campaign raises funds for much-needed materials, particularly new technology, for participating schools. During the past 4 years, the campaign has raised more than $650,000 for schools in Audrain, Boone, Callaway, Cole, Cooper, and Randolph Counties. During the past year, the most profitable year to date, the program raised more than $190,000 to buy computers, software, and playground equipment and to help finance educational field trips for area schools. The campaign has been such an important revenue generator for the schools that Governor Mel Carnahan proclaimed April 18, 1996, as "Helping Our Kids Day" in Missouri.

MU Connections: Establishing Community Partnerships

In 1994 the University of Missouri (MU), Columbia, established a partnership with alumni, St. Louis and Kansas City School Districts, parents' groups, and the State government to increase oncampus minority student enrollment and retention. Recruitment of minority students at MU declined during the late 1980s and early 1990s. Developed to address this trend, the MU Connections Program set a goal to increase its enrollment of minority freshmen by 8 percent over a 5-year period. This goal was achieved within the first year of program operation. Through the partnership with the St. Louis and Kansas City School Districts, university officials conducted field visits and built a groundwork for collaborative action, designating a central administrator to oversee the work. In addition, MU developed the Minority Student Intern Program in conjunction with the Columbia Public School System, which allowed minority students attending MU to give back to the community by working to increase the educational aspirations of local minority students. Another feature, a weekend visitation program, acquaints visitors with campus life and available financial and academic support, including diversity scholarships.

The program also developed networks of community leaders from among local ministers, African-American alumni, friends of the university, school teachers, and the

Hispanic community's League of United Latin American Citizens. These leaders identify students, provide counseling and mentoring, and participate in university workshops. To strengthen minority students' relationships with the community, a community tour for incoming minority freshmen introduces students to Columbia's local community groups, business people, and resources.

MU Partnership for Educational Renewal

The MU Partnership for Educational Renewal (MPER) is a collaborative partnership among the University of Missouri, 19 Missouri public school districts, the Learning Exchange, the Network for Educational Development, and the Missouri Department of Elementary and Secondary Education. MPER seeks to systemically reform the P-16 educational system by creating a professional development program, developing an interactive electronic communication network among MPER partners, and restructuring the educator preparation programs. In keeping with these goals, the partnership has undertaken a variety of activities, including establishing a desktop video conference system, creating a project-based learning environment in a group of secondary schools, and assisting communities to create school-linked services for children.

University of Missouri, St. Louis

Blanche M. Touhill, Chancellor

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Assault Crisis Teams

Assault Crisis Teams were formed through the collaborative efforts of the University of Missouri, the local police department, public health agencies, the juvenile court system, and the AmeriCorps Program. The teams, which operate in various St. Louis neighborhoods, monitor levels and patterns of violence and evaluate mentoring and conflict mediation programs for high-risk youth. The goal of the program is to reduce interpersonal violence and the accompanying injuries and deaths among young people in the city of St. Louis. Specific program objectives for youth in these areas are to reduce the incidence of gun-related injuries and deaths, possession of weapons, and assault. System improvement goals, such as the enhancement of local surveillance systems and the expansion of screening and treatment for violence within medical facilities, also have been achieved through this program. The teams are funded by the National Institute of Justice, which is also funding an evaluation component.

University of Nebraska at Omaha

Delbert D. Weber, Chancellor

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Metropolitan Omaha Educational Consortium

The Metropolitan Omaha Educational Consortium unites the talents and energies of professional educators from the University of Nebraska and seven Omaha public school districts to improve schooling for local youth and to enhance preparatory programs for area educators. The consortium includes nine task forces that sponsor workshops, conduct collaborative research, and develop position statements for dissemination to the public, policymakers, and others. The consortium mentors new teachers and sponsors continuing education graduate coursework. In addition, the consortium supports a communitywide effort to examine youth violence prevention and intervention services. Funding is provided by member organizations and through grants.

Omaha Family Support Program

Since 1994, the University of Nebraska at Omaha has helped organize and manage a statewide Pulling America's Communities Together (PACT) project, resulting in a community-based action plan to reduce and prevent youth violence. The Omaha Family Support Program (OFSP) grew out of this involvement into specific program areas serving the Omaha Enterprise Community. OFSP has four distinct components: domestic violence prevention/intervention, family mentoring, family strengthening, and PACT strategic planning. In coordination with the domestic violence task force of the Women's Fund of the Omaha Community Foundation, OFSP is expanding and enhancing the delivery of domestic violence prevention and intervention services. A Domestic Violence Coordinating Council has increased public awareness through publications and training. OFSP is also working with the Omaha YWCA and the Omaha Police Department to provide intervention advocacy. The university's School of Social Work is cooperating with community churches to provide a neighborhood-based family mentoring program.

The family strengthening component provides parenting education and training through child development stages using audio and visual training kits and video-based programs. In addition, the program provides parent education to Douglas County Correctional Center inmates to facilitate family reentry after release. OFSP also established a World Wide Web site for areas related to PACT and youth violence. Through the PACT project, OFSP provides technical assistance support and finds funding for family support agencies. OFSP receives funding from the U.S. Department of Education and inkind contributions from the university, Omaha Community Foundation, and other community organizations.

University of Nevada, Las Vegas

Carol C. Harter, President

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Accelerated Schools Project

The Accelerated Schools Satellite Center at the University of Nevada, Las Vegas, affiliated with the National Accelerated Schools Center at Stanford University, works with schools in Utah and Nevada to enrich and accelerate the learning of all children so that they are at or beyond grade level by the time they finish school. The school districts participate in the school site selection, and teachers and district personnel actively help train teachers, staff, administration, and parent representatives at the newly selected sites. Schools in the resulting Accelerated Schools Project participate in a series of planned training exercises and weekly facilitation by university faculty. They develop an inquiry process and site-based management to identify challenges and to develop effective curriculums and instruction. Currently, six Accelerated Schools are in the Clark County (Las Vegas, Nevada) School District and three are in the Granite (Salt Lake City, Utah) School District. Center activities are funded from grants from the Chevron Corporation, the America West Foundation, and the University of Nevada Foundation, and from inkind contributions from the university and participating school districts.

University of North Alabama

Robert L. Potts, President

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North Alabama Group Home

Since 1994, the University of North Alabama Social Work Department has managed the North Alabama Group Home in the city of Florence, providing services to adjudicated female youth between the ages of 12 and 18 who have diverse and multiple problems. The university contracts with the Alabama Department of Youth Services to manage and operate the 10-bed residential home adjacent to the university; students provide tutoring and other volunteer services. Residents have access to university facilities, including health services and recreational facilities, and receive formal education and vocational training based on their interests. The average stay is 4 months. During this period, residents engage in therapeutic, recreational, and life skills activities. Other community agencies linked with the home include the local mental health center, the American Red Cross, the Home Extension Service, the Lauderdale County Health Department, local churches, and the city of Florence school system. Many of the home's residents have used the available services to significantly change their lives. In addition, the program provides a valuable place for university students to apply what they have learned in class.

University of North Carolina at Wilmington

James R. Leutze, Chancellor

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Cape Fear Regional Partnership Network

The Cape Fear Regional Partnership Network serves as a dynamic forum for information exchange, issues review, and collaborative applications development for institutions using the North Carolina information highway. The network is currently focused on developing innovative, interinstitutional programming and on seeking opportunities to distribute information technologies further into neighboring rural communities. Network members include Brunswick County Schools, Brunswick Community College, Cape Fear Community College, New Hanover County Schools, New Hanover Regional Medical Center, Coastal AHEC, NC Justice Academy, Pender County Schools, Southeastern Community College, the University of North Carolina at Wilmington (UNC-Wilmington), BellSouth, Bladen County Hospital, New Hanover County MIS, Pender

Memorial Hospital, and VisiCom Systems, Inc. The network is funded through yearly membership dues and external grant funding.

HOME Grown

Because the number of minority males teaching in southeastern North Carolina has steadily declined over the past two decades, the Hallmark Opportunities for Minorities in Education (HOME) Grown Program was initiated in 1994 to provide encouragement, financial assistance, and a seamless transition model for minority males as they move from secondary school to community college enrollment to teacher preparation at UNC-Wilmington. Through HOME Grown, high school minority males with records of excellent academic performance and leadership are identified at the 10th-grade level. This collaborative effort between UNC-Wilmington, Duplin County Schools, and the James Sprunt Community College projects a potential enrollment of 100 minority males in 1997 compared with a recent enrollment of fewer than 15 minority males in teacher education.

Lumina: Collective Memories and Social History

Students from the UNC-Wilmington Department of Sociology created a Lumina Web page as they studied the history of the Lumina Pavilion at Wrightsville Beach, North Carolina. The project was designed to reconstruct the social life of Lumina across the decades and to document memories of the pavilion, primarily through ethnographic interviews with former patrons. The Web page contains student-written essays, photographs, patron memories, and poetry documenting the history of Lumina from its construction in 1905 to its demolition in 1973.

Professional Development System

The Professional Development System is a collaboration of the Watson School of Education of the University of North Carolina at Wilmington, Pembroke State University, and 10 school districts in southeastern North Carolina. The system has created an interdependent network of educational institutions committed to quality leadership and systemic change. Specifically, certain schools serve as professional development sites where public school teachers, interns, and university faculty can close the gap between theory and practice and overcome rigid school bureaucracies. Schools in the partnership serve as clinical placement sites for teachers and administrators in training. Watson School of Education students are assigned to 5- to 10-member cohorts, are provided with mentors from both the Professional Development System and the schools, and take part in a seminar group of teachers, university faculty, and the school principal.

Project ASSIST

The American Stop Smoking Intervention Study (Project ASSIST) is a partnership among the National Cancer Institute, the American Cancer Society, and State/local health departments and voluntary organizations that promotes smoking prevention, cessation, and reduction programs in 17 States, representing the Nation's largest educational smoking intervention effort. Project ASSIST is designed to prevent deaths and health problems attributable to tobacco use. The New Hanover/Brunswick Project ASSIST Coalition includes individuals from leading healthcare institutions, UNC-Wilmington, area businesses, churches, and community organizations, and it is focused on helping adolescents, pregnant women, and tobacco users who wish to quit. Coalitions have been formed throughout North Carolina to carry out this project. The university has helped with an additional coalition effort called Commit to Quit, in which participants agree to quit smoking for 30 days and become eligible for a cash reward and other valuable prizes.

Rape Crisis Center

UNC-Wilmington has developed a partnership with the Rape Crisis Center in Wilmington to improve education and intervention services for both the university and local community. Rape Crisis Center staff help train university residence-life staff and sexual assault education program staff members. Also, the university and Rape Crisis Center cosponsor several annual community events to heighten public awareness of sexual violence, including a Take Back the Night march and rally and the Healing Works art exhibit in which each entry addresses the celebration of healing and survival from sexual violence. The university provides all funding for these events.

More information on University of North Carolina at Wilmington

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University of Notre Dame

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Center for the Homeless

Since 1988, when it purchased a former clothing store facility, the University of Notre Dame has operated the Center for the Homeless in South Bend, Indiana. The center provides a hospitable environment where homeless adults and children may find respect and dignity as well as a significant complement of comprehensive, integrated services to assist them in overcoming their homelessness. The center assists each individual and family with achieving self-sufficiency through knowledge and skill building, a healthy lifestyle, and the relationships necessary to maintain personal stability and growth. Seventy-five percent of the center's funding derives from private sources and 20 percent from corporate sponsors. Onsite services are provided by 14 social service agencies, and the religious community offers financial assistance and volunteer support. Approximately 50 college interns and work-study students assist at the center each semester.

University of Puget Sound

Susan Resneck Pierce, President

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Access to College Initiative

The Access to College Initiative, based in Tacoma, Washington, is a collaborative effort of the University of Puget Sound, the Tacoma Public School District, the Tacoma Urban League, and several local businesses to expand college opportunities for underrepresented minority youth from Tacoma Public Schools. The initiative seeks to expand racial and ethnic diversity among the university student body and to encourage academic success for minority students. Program activities include tutoring in five Tacoma middle schools and a mentoring program that matches secondary school and college students with mentors from the professional and university communities. Access to College and Beyond is a program designed to encourage high school students to stay in school and to attend college upon graduation. Individuals from the corporate and university communities visit the classroom to speak with students about college planning, time management, self-esteem, and career planning. Another program, Career Tours, allows students to meet with professionals from public and private businesses to hear about their college experiences and the path to a professional career.

In addition, the initiative offers internships to enhance students' professional development and to help provide financial resources for college. Other initiative programs include the development of a minority financial resource database containing information on available minority scholarships, writing assistance from the university's Center for Writing and Learning for college application essays, and a College Day, offering high school freshmen and sophomores a day-long program with a college resources workshop and campus tour. Funding is primarily from the university and the Tacoma Public School District.

University of Rhode Island

Robert L. Carothers, President

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Municipal Training Program

The University of Rhode Island Cooperative Extension, through the Municipal Training Program, is helping communities protect local land and water resources through training and technology transfer. The Cooperative Extension offers year-round programs ranging from workshops targeting priority topics, such as stormwater management and onsite wastewater options, to an intensive small-group training series for community leaders in priority watersheds. The programs are developed in partnership with watershed communities, State regulatory and planning agencies, the University of Massachusetts Cooperative Extension, and others. These programs should give municipal officials the technical skills needed to identify nonpoint pollution problems in their communities, evaluate options to control this pollution, and adopt regulations to protect local water resources. The U.S. Department of Agriculture (USDA) Cooperative Extension is funding this project under a 3-year grant supporting the Narragansett Bay Estuary Program. The university is also working closely with USDA agencies, Conservation Districts, Sea Grant, the Department of Environmental Management, and other public and private organizations with principal roles in nonpoint source water runoff management.

Providence Dropout Prevention Collaborative

The Providence Dropout Prevention Collaborative is a coalition of parents, teachers, community organizations, students, public schools, businesses, postsecondary educational institutions, public health agencies, and city and State governments. Staffed by the University of Rhode Island (URI) Urban Field Center, the collaborative researches public policy, identifies and develops community-based dropout prevention programs, and provides training and technical assistance to constituent agencies. The mission of the collaborative is to increase the number of students who graduate from Providence Public Schools; its goals are to maintain the position of dropout prevention in the public policy agenda and increase the graduation rate of the city's public schools. (The collaborative is in its 10th year. The dropout rate of Providence Public Schools was 49.2 percent in 1986; by 1994, community efforts had forced the rate down to 29.4 percent.)

Housed in the Urban Field Center in Providence, the collaborative uses a "participatory research" process, involving community members in all phases of its research. Task forces assist with policy research and development of program models. Research results and program models are published, presented at conferences, and used as the basis for demonstration projects and for technical assistance provided to community-based agencies and the school system.

School Programs Office

The School Programs Office is a unique outreach unit of URI's College of Resource Development, Cooperative Extension. It serves as a clearinghouse for K-12 school enrichment programs, educational materials, and support services developed by the faculty and staff of URI and national affiliates. The College of Resource Development's Rhode Island Cooperative Extension is a major URI service and outreach education program. Cooperative Extension is a national educational network, a partnership of the U.S. Department of Agriculture, land grant universities, and local governments. In Rhode Island, Cooperative Extension's primary mission is to apply university-based research to critical economic, social, and environmental issues. As part of a national system, Cooperative Extension is able to draw on expertise and information developed at other land grant universities nationwide.

URI's Cooperative Extension School Programs Office provides teaching materials and training, curriculum consultations, instructional television, field tours, student research apprenticeships, school-based 4-H clubs, and technical assistance in support of school improvement projects. Topics and subject areas for which curriculum materials are available include food safety and nutrition; plant science; fisheries and marine environment; children, youth, and families (self-esteem, personal development, leadership); and natural resources sciences (forestry, composting, water resources). The School Programs Office sponsors instructional television programs on educational TV. Under the Research Apprenticeship Program, a number of high school juniors and seniors work alongside URI faculty engaged in agriculture and natural resources science research. Students are selected competitively, work at the University for 8 weeks, and are paid at least the minimum wage.

Urban Field Center

The Urban Field Center is the urban outreach, social change, and educational planning agency of the University of Rhode Island's Department of Community Planning and Area Development. It provides direct services, applied research, and technical assistance to cities and towns, community organizations, and school districts to help address issues of social equity and problems of high-risk populations. The target population primarily consists of at-risk youth and their families, the economically disadvantaged, minority groups, and the Rhode Island educational community. The Urban Field Center's objectives are to encourage youth to complete their public school education, provide access to postsecondary education, promote new economic development, and foster an understanding of the government and the legal system. The center works toward these objectives through its three core divisions: the University of Rhode Island/Public School Partnership, the Ocean State Center for Law and Citizen Education, and the Planning and Evaluation Division.

The University of Rhode Island/Urban Public School Partnership is a resource-sharing project supporting opportunities for low-income and minority students enrolled in Providence and Pawtucket public schools. It provides direct services, resources, and support to administrators, teachers, students, and parents and offers academic intervention programs to participating schools. The Ocean State Center for Law and Citizen Education promotes understanding of the American legal system among students, their families, and the community. The center sponsors statewide conferences, workshops, and inservice training for educators; offers summer graduate courses in law-related education and conflict resolution; and develops and provides support materials, services, and curriculums. The Planning and Evaluation Division provides technical assistance and support services. It conducts policy and applied research in environmental and land use planning, education, juvenile justice, dropout prevention, and other social, physical, and community planning areas.

University of Rio Grande

Barry M. Dorsey, President

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Area Agency on Aging District 7

The Area Agency on Aging District 7 (AAA7), Inc., administers programs for the elderly that are funded through Federal and State grants. The agency coordinates a network of service providers in 10 counties to offer inhome care to frail, elderly persons. The Agency's PASSPORT Program provides Medicaid-eligible seniors near Rio Grande, Ohio, an alternative to nursing home placement through a variety of inhome services, such as meal programs, transportation, home health aides, and personal care. AAA7 also offers an ombudsman service to identify, verify, and resolve complaints in long-term care facilities. Each year AAA7 sponsors statewide and regional events for the elderly, including an art show. The University of Rio Grande was the pilot institution for AAA7, and the agency is still housed on campus and uses campus facilities.

Project CHAMP

Project CHAMP, which is supported by State and university funds, is working to expand the utilization of education in southeastern Ohio. University of Rio Grande students act as tutors for high school students in 14 school districts, preparing them for State proficiency exams. Tutored students also have access to tours of the campus, special campus privileges, summer workshops, and to university visitors, such as astronauts and legislators.

University of Southern Maine

Richard L. Pattenaude, President

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Employment and Resource Exchanges

A project linking the University of Southern Maine (USM), private businesses, State government agencies, and local municipalities has been piloted over the past year with great success. The project objective is to provide barrier-free employment to individuals, with additional support to reduce the possibility of failure. Program beneficiaries are people experiencing barriers to employment, particularly people with disabilities, the homeless, people receiving city assistance, older workers, at-risk youth, refugees, and displaced workers. The project identifies and coordinates available resources and services and, through a community agency, Employment Trust, Inc., facilitates resource exchange across the network of participating agencies. The project also provides support services for participants through a concept of managed-work services. Project participants are provided job opportunities in Portland businesses or USM and are assisted by job coaches, many of whom are USM occupational therapy students. This type of help opens vocational opportunities for program participants and increases their self-sufficiency.

School Quality Review Initiative

Under the Southern Maine Partnership, educators, parents, and business people have combined efforts to model a new way of evaluating how well schools teach and students learn. With funding from the UNUM and the Noyce Foundations, the partnership launched the School Quality Review Initiative (SQRI), a process modeled on programs in Great Britain and New York. SQRI centers around a self-review process conducted by schools, combined with week-long visits to schools by teams of educators, parents, and business people. Four pilot schools were chosen for review during the 1995–96 academic year. Review teams spent a week in each school observing classes, reviewing student work, and interviewing teachers, students, and other members of the community. Following these visits, oral and written reports were submitted to help schools improve their teaching and learning environments. SQRI, unlike traditional school improvement programs, works in a collaborative manner to determine the quality of teaching and learning and to make ongoing improvements. The Southern Maine Partnership is based at USM and links the university, 26 school districts, 3 independent schools, the Maine College of Art, and the Southern Maine Technical College in teacher development and school renewal efforts.

University of Utah

Arthur K. Smith, President

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Neighborhood Action Coalition

The University of Utah's Health Education Department, in partnership with the Salt Lake City mayor's office and Salt Lake County, offers technical assistance and training in health-related areas through the Neighborhood Action Coalition. This project mobilizes citizens and empowers them to make a difference in their communities. The Neighborhood Coalition focuses on high-risk neighborhoods and helps develop practical solutions to drug-related problems with the support of residents and representatives from business, State and local government health organizations, and law enforcement. One result of the project is the Drug Free Zone signs posted at all schools in Salt Lake County. Another success, the African-American Substance Abuse Task Force, supports the development and implementation of drug-prevention activities in a number of neighborhoods within and around Salt Lake City. One neighborhood mobilization effort resulted in parent training classes offered in English and in Spanish as well as an After School With You tutoring program targeting at-risk youth. The Neighborhood Coalition is developing an ongoing, integrated network of community-based organizations to prevent violence, vandalism, and substance abuse.

More information on University of Utah

University of Wisconsin, La Crosse

Judith L. Kuipers, Chancellor

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Literacy Development Center for Western Wisconsin

In partnership with the La Crosse Medical Health Science Consortium, the University of Wisconsin, La Crosse has established the Literacy Development Center for western Wisconsin. To address the problems of adolescent and adult illiteracy, the center works with children who have limited English-speaking proficiency, many of whom also live in poverty. The center operates a program to prevent reading failure in first-grade students, demonstrates various instructional techniques that have been shown to improve literacy achievement in clinical settings, and serves as an information and planning center for regional literacy efforts.

The center's major activities include a reading remediation clinic for children from surrounding communities; a first-grade demonstration program for training teachers in how children learn to read, to provide individual tutoring for at-risk first graders, and to administer diagnostic procedures; and creation and maintenance of a database on literacy programs and services that are available within a 30-mile radius of La Crosse.

University of Wisconsin, Stout

Charles W. Sorensen, Chancellor

P.O. Box 790
712 South Broadway
Menomonie, WI
54751-0790

Stout Technology Park

In 1989 the University of Wisconsin, Stout, collaborated with the city of Menomonie and Northern States Power to convert 100 acres of university land into a high-technology business park. A nonprofit corporation formed by the three partners now operates the Stout Technology Park, whose seven current tenants include manufacturers and research and development firms. The community has benefited by the creation of 125 jobs and the strengthening of the property tax base. The university has drawn project assistance and guest lecturers from park companies, and the companies have benefited from faculty expertise in areas such as optic lens design, manufacturing productivity, and graphic design software.

Wake Technical Community College

Bruce I. Howell, President

9101 Fayetteville Road
Raleigh, NC
27603-5696

Homeless Literacy Project

In 1990 Wake Technical Community College joined with the Raleigh Rescue Mission to offer a literacy program for the homeless in Raleigh, North Carolina. Each year the Homeless Literacy Project provides 200 to 300 homeless adults with new-reader instruction, creative writing and money management classes, and hands-on training in a fully equipped computer laboratory. Raleigh Rescue Mission provides volunteer assistance, including staffing for the computer laboratory; the college provides instructors, materials, and educational and job-skill software. Since the program began, 22 mission residents have received general equivalency diplomas (GEDs) through the partnership. Six former class participants, one of whom earned a GED graduate scholarship, are enrolled in programs at the college.

Waubonsee Community College

John J. Swalec, President

Route 47 at Harter Road
Sugar Grove, IL
60554

Corporate Development and Training Center

Waubonsee Community College's Corporate Development and Training Center has formed a partnership with Valley Industrial Association, a local manufacturing-based trade association, to provide training to Fox River Valley, Illinois, employers and employees. Established in 1993, the partnership has assisted the association in grant preparation, program development, and training services. Waubonsee Community College offers scheduled courses, seminars, and workshops on campus, at business sites, and in the community to meet the area's training needs. In 1995 the partnership provided training for 32 companies and 432 employees. The project is funded through an Industrial Training Program grant from the Illinois Department of Commerce and Community Affairs.

Weber State University

Paul H. Thompson, President

1001 University Circle
Ogden, UT
84408-1001

Ogden-Weber Conference and Performing Arts Center Alliance

The Ogden-Weber Conference and Performing Arts Center Alliance is dedicated to constructing and operating a $24-million conference and performing arts center complex to spark renewed cultural vitality and civic pride within Ogden's central business district. When completed in January 1997, the David Eccles Conference Center and the adjacent Peery's Egyptian Theatre complex will be managed by Weber State University and marketed in cooperation with the Weber County Visitors and Convention Bureau.

The alliance is a partnership among local governments, economic development agencies, businesses, higher education, arts enthusiasts, philanthropists, and hundreds of local donors. The major partners are Weber County, Ogden City, the Egyptian Theatre Foundation, Weber State University, the Utah Musical Theatre, the Chamber Ogden-Weber, and local philanthropists. These partners spearheaded a major community capital fund drive in 1994. Other major funding included contributions from Ogden City for property acquisition and grants from the Utah Legislature and Weber County. When completed, the complex will offer almost 70,000 square feet of multipurpose space on two levels.

William Woods University

Jahnae H. Barnett, President

200 West 12th Street
Fulton, MO
65251

Connections–Building Bridges to Outstanding Schools

The Connections–Building Bridges to Outstanding Schools project, funded by William Woods University and the Missouri Department of Elementary and Secondary Education, links school districts with human services providers in their communities to help schools better meet the needs of at-risk students and their families. Project staff are paired with seven public school districts in the Fulton, Missouri, region to provide ongoing training and assistance in development of effective partnership building. Project staff also perform needs assessments and help develop goals and action plans. Plans are underway to utilize the Connections Project as a vehicle to incorporate a service learning-based course that would partner university education students with Fulton Family Resource Center staff in a variety of programs.

Youngstown State University

Leslie H. Cochran, President

410 Wick Avenue
Youngstown, OH
44555

City-University Commission

Youngstown State University (YSU) and the city of Youngstown have created a joint City-University Commission that brings together community leaders from business, industry, city government, and the university to develop action plans to address the needs of neighborhoods surrounding the university. YSU police and the Youngstown Police Department have signed a mutual aid agreement to coordinate their law enforcement efforts on and outside the campus. In addition, four private institutions and YSU formed the Northeast Ohio/Western Pennsylvania Academic Alliance to explore and develop cooperative ventures and to exchange programs, education projects, and other activities that enrich and improve the programs, activities, and services offered to the faculty, students, and staff of participating colleges.

Previous Contents Next

Last revised: 3/25/1999

HUD HOME OUP HOME SEARCH SUGGESTION BOX

TOPICS
- about oup
- in the news
- funding
- scholarly activities
- outreach
- publications
- university chat
- conferences/meetings
- phone book

Faculty Involvement

Arizona State University West

Lattie F. Coor, President

4701 West
Thunderbird Road
P.O. Box 37100
Phoenix, AZ
85069-7100

Partnership for Community Development

The Partnership for Community Development was established in 1995 to address the need of Arizona State University West's (ASU West's) College of Human Services to enhance interdisciplinary scholarship and build more meaningful and effective relationships with the surrounding community in Phoenix. The partnership brings together experts in disciplines parallel to the College of Human Services' four departments—Social Work, Communications Studies, Recreation and Tourism Management, and Administration of Justice—as well as colleagues from other ASU West units, to work with public, private, and nonprofit organizations.

Activities now under partnership auspices include public education workshops, a program for adult survivors of child sexual abuse, youth programs and services, police training, collaborative grant application writing workshops, a working paper series to disseminate faculty knowledge, a seminar series on results of faculty research, and a visiting scholar program to enhance teaching and research on models of partnering with community agencies. ASU West's partnership also produces the Arizona Fact Book on Aging, in collaboration with the Governor's Advisory Council on Aging and the Foundation for Senior Living.

Bradley University

John R. Brazil, President

1501 West Bradley Avenue
Peoria, IL 61625

William T. Kemper Fellowship for Teaching Excellence

The William T. Kemper Fellowship for Teaching Excellence recognizes outstanding teaching abilities at the college and university level. It also encourages recipients to model exemplary teaching methods, while assisting their peers with the development of instructional strategies. Kemper fellows also are expected to continue developing collaborative efforts among Bradley's College of Education and Health Sciences faculty and programs, area school districts, and health and social service organizations. This collaboration emphasizes a comprehensive model for providing services to school-age children, particularly those at risk. It uses the school building as a center for student and family services designed to ensure the success and development of children. Administrators, educators, and healthcare practitioners provide appropriate developmental and health assessments of children at one or more elementary schools in Peoria. The fellowship program is expected to expand from elementary to middle and high schools in the future.

More information on Bradley University

Bryant & Stratton College, Cleveland Region

Bryant H. Prentice III, Chairman of the Board

691 Richmond Road
Richmond Heights, OH 44143-2900

Partnership in Learning Academics and Instructional Development

Partnership in Learning Academics and Instructional Development (PLAID) is an agreement between the three Cleveland-area campuses of Bryant & Stratton College and the Cleveland Public School (CPS) System. PLAID was designed to assist the school system by providing facilities and instructors to teach new methods of classroom instruction to public school teachers. In collaboration with the Cleveland Center for Instructional Development, Bryant & Stratton College provides a series of enrichment workshops and classes for CPS teachers and students at the college's downtown Cleveland campus. Skill-based offerings are available in the following areas: instructional techniques, critical thinking skills, writing of authentic assessments, media management, and intervention on behalf of at-risk students. Additionally, PLAID provides computer instruction and knowledge of postsecondary educational opportunities to high school students.

City University of New York

W. Ann Reynolds, Chancellor

33 West 42d Street
New York, NY 10036

Center for Human Environments

The Center for Human Environments (CHE) provides a bridge among tenants, children, and communities and the nonprofit/governmental sector that develops programs affecting them. CHE brings together architects, psychologists, geographers, anthropologists, political scientists, and urban planners who conduct research on the relationships between people and their physical settings; creates collaborative projects to determine the strengths and weaknesses of grassroots activities; and collaborates with design and planning firms on research and participatory design to tie environments directly to the needs and experiences of individuals living or working within them.

Using a hands-on approach tc working as partners within the community, CHE brings university resources to a variety of activities conducted to develop local capacity. Past projects have included providing university staff and graduate students to work with tenants on gardens in public housing developments, training residents to implement community assessments, and working daily with community organizers and local leaders to strategize, evaluate success, or write proposals. Funding has been provided for CHE through the university, the National Institutes of Health, HUD's Community Outreach Partnership Centers Program, the city of New York, additional foundations, and other Federal agencies.

Glenville State College

James L. Peterson, Acting President

200 High Street
Glenville, WV
26351

Glenville State College–Public School Partnerships

Glenville State College (GSC), in central West Virginia, expanded its relationship with two schools from primarily student-teacher placement arrangements into collaborative partnerships. The new partnerships are designed to mutually benefit students and faculty in public schools and college. Flatwoods Elementary School, a small rural school in Braxton County, needed more instruction in remedial math and reading, as well as enrichment activities such as fine arts instruction. Robert L. Bland Middle School, a large consolidated middle school in Lewis County, needed help with science instruction, building an intramural sports program, and a plan for inclusion of exceptional students. Partnership arrangements are intended to improve educational opportunities for students at the public schools and college, provide more professional possibilities for faculty members at both levels, and foster collaboration. For Flatwoods Elementary, GSC assigns upper level teacher education students as tutors in basic and remedial math and reading; they are supervised by both college and Flatwoods faculty. The arrangement offers GSC an ongoing practice site for its education students. GSC fine arts majors also provide Flatwoods with weekly 2-hour arts and music programs for grades 1–4. As further enrichment, field trips to the college are planned for Flatwoods students to attend cultural and sports events. A faculty exchange program brings the practical teaching experience of Flatwood's elementary school teachers to GSC's education classes and helps college faculty remain close to current public school situations. For Bland Middle School, the partnership's emphasis is on development and implementation of improved teaching practices. To assist with a State-required plan for the inclusion of exceptional students, GSC's faculty worked with Bland's administration and faculty. Upper level GSC students help with science instruction and development of an intramural system for the middle school. Based on its experience with Flatwoods and Bland schools, GSC intends to establish collaborative partnerships with other public schools in central West Virginia.

Indiana University East

David J. Fulton, President

2325 Chester
Boulevard
Richmond, IN
47374-1289

Educational Awareness Project

The Educational Awareness Project, a combined effort of Indiana University East (IUE), Townsend Community Center, and local schools, churches, and community groups, is designed to assist middle and high school minority students who are trying to excel in the Richmond public school system. A major objective of the program since its inception in 1990 is to help students achieve their full potential.

The program helps students explore educational opportunities available after high school and prepare for college, strengthens the involvement of parents, eases the transition from middle school to high school, and enhances minority student career development and decisionmaking skills. Ongoing support groups, which introduce positive role models, promote these results. IUE hosts an intensive 2-week summer workshop on academic and personal skills development for students. Shorter followup workshops are held at the high school by IUE staff. Faculty and staff from IUE participate in mentoring programs for middle school students and those entering IUE. The program also features goal-setting projects for student participants, workshops, field trips, motivational speakers, and cultural events.

More information on Indiana University East

Indiana University of Pennsylvania

Mark Staszkiewicz, Provost

104 Stouffer Hall
Indiana, PA
15705-1087

Educational College–School Partnerships

Indiana University of Pennsylvania's (IUP's) Office of Educational College–School Partnerships is focusing on the development and extension of collaborative relationships with six school districts in western Pennsylvania. Common themes of the partnerships are improvement of teacher preparation through jointly monitored clinical field experiences, collaborative field-based action research by IUP and the school district, and collaborative support and resolution of identified public school issues to be resolved.

For IUP's partnership with the Pittsburgh Public Schools, current emphasis is on preparation of teachers for urban schools and the challenges of urban education. In the Penn Hills School District, the focus is on systemic reform in large, multifaceted schools. The collaborative relationship of IUP and Mill Creek Township Schools in Erie involves applications of educational technology and two-way video distance learning. In Blairsville, IUP's partnership with the Blairsville-Saltsburg School District concentrates on enhancement of psychological and social interactions in the learning environment and working with "special needs" students. Funding for the partnerships comes from IUP budget allocations, State of Pennsylvania grants, private endowments, and inkind contributions of the school districts.

John Brown University

LeVon Balzer, President

2000 West University
Siloam Springs, AR 72761

Arkansas Statewide Systematic Math, Science, and K–4 Crusades

Funded by the National Science Foundation and the Arkansas Department of Higher Education, the Arkansas Statewide Systematic Math, Science, and K–4 Crusades helps teachers from the Siloam Springs Public Schools promote economic change and citizenship. John Brown University science faculty work together with science, math, and early education public school teachers to introduce fun and learning into the math, science, and reading curriculums. In addition to academic benefits, teachers and students are given equipment for their classrooms.

More information on John Brown University

Lock Haven University

Craig D. Willis, President

Lock Haven, PA 17745

Basic and Higher Education Video-Conferencing Partnerships

Lock Haven University of Pennsylvania is using desktop video-conferencing technology to provide inservice education to teachers in four rural elementary schools in mountainous north central Pennsylvania. Minimal secondary roads through mountainous terrain, icy winters, and night travel over long distances are problems for teachers taking graduate courses required by the State Department of Education. The video-conferencing system provides direct interactive voice and color picture communication between two sites—an efficient and effective instructional delivery system. Specially equipped rooms on two Lock Haven campuses and in elementary school buildings in Coudersport, Bellefonte, East Coventry, and Renovo make distance education possible for graduate coursework. Renovo, for example, is 28 miles from Lock Haven, and Coudersport, 97 miles; using video-conferencing makes 200-mile round trips at night unnecessary for teachers from Coudersport.

Lock Haven University's exploitation of desktop video-conferencing technology started in fall 1995, when video-conferencing was used to facilitate academic advising between the university's main campus and a branch in Clearfield. Video-conferencing eliminated the need for student or adviser travel and was quickly found superior to advising by telephone. The system was also used to augment the supervision of student teachers at distant school sites. The faculty supervisor was able to conduct three-way conferences with a student conduct three-way conferences with a student teacher and the cooperating local teacher. Video-conferencing also saved the student teachers a 1-night-a-week, 50-mile round trip from the outlying school where the system was in use. Future plans for this technology include establishing other collaborative relationships with north central Pennsylvania school districts, incorporating e-mail and computer conferencing into the system, and using video-conferencing to service Lock Haven's overseas sites in Europe and Asia.

More information on Lock Haven University

Lubbock Christian University

Ken Jones, President

5601 19th Street
Lubbock, TX
79407-2099

Teacher Cadet Core

The Teacher Cadet Core is a cross-age tutoring project of the College of Education of Lubbock Christian University. The project's mission is to encourage early interest in teaching as a profession by training elementary school students in Texas to become mentors for younger children. Participation improves self-esteem, self-confidence, and academic performance for both tutors and those they tutor.

The Teacher Cadet Core program has two parts. In the first, "Training the Tutors," 20 students from each of the program's participating schools come to the university campus for a day's training. College of Education faculty members prepare sixth graders to tutor second graders, and fifth graders to tutor first graders. Sessions provide training in storytelling, reading, listening, and questioning techniques. Trainee tutors are given a campus tour and participate in a graduation ceremony at which they receive a diploma, T-shirt, and portfolio containing a training manual, journal, and supplies for use in tutoring sessions. In the second part of the program, "Tutoring in Schools," each participating school appoints a sponsor who is responsible for organizing and scheduling tutoring sessions, monitoring sessions, and reviewing the tutors' journals. For 2 years the Teacher Cadet Core Program has received grant support from United Supermarkets.

Snow College

Gerald J. Day, President

150 East College Avenue
Ephraim, UT 84627

Great Basin Environmental Education Center

The mission of the Great Basin Environment Education Center is to provide opportunities for students, teachers, agencies, and government officials to study and discuss environmental issues. In 1912 the Utah Experiment Station was created as an onsite research facility to find the causes and a remedy for summertime floods that had been devastating rural communities and farms in the Sanpete Valley. The flooding problems were successfully resolved, and for 60 years the station continued watershed and rangeland research. This research function was eventually moved to more modern facilities in other parts of the State, and the old station fell into disrepair. The U.S. Forest Service, the city of Ephraim, and Snow College began working together to find a way to preserve and use the facilities. The research station was given a new mission and rededicated as the Great Basin Environmental Education Center. Snow College, a State-supported institution, was charged with restoring the station and developing an environmental education program.

Great Basin Center hosts inservice workshops for teachers in public and private schools to learn ways to incorporate environmental issues into their curriculums. A living-learning center for college students and researchers houses them while they do environmental studies. The facility also includes a museum devoted to the station and research done on the surrounding Wasatch Plateau. In addition, the center serves as a meeting site for citizens, government resource managers, and organizations to discuss environmental issues.

State University of New York at Binghamton

Lois B. DeFleur, President

P.O. Box 6000
Binghamton, NY
13902-6000

Binghamton University's MBAs Research Emerging Export Markets for New York State Firms

Binghamton University's School of Management collaborates with New York State firms on MBA internship projects to assist small- and medium-sized businesses with export feasibility studies targeted at the world's emerging markets. The project is run through the School of Management's International Center for Emerging Markets and relies heavily on Binghamton University's information resources. A special course, "Trade and Export Management," links MBA students with firms in the 10-county Southern Tier of New York State. Guided by their professor and a manager representing each firm, the students research each firm's export potential in emerging global markets. The project benefits participating businesses by providing research on their export potential; it benefits MBA students by providing hands-on experience in dealing with global marketing challenges. Seventy-five export feasibility studies have been completed in the past 3 years, and several firms have expanded their markets. Partners in the project are the New York State Department of Economic Development, the Small Business Administration, the Southern Tier World Commerce Association, and Binghamton University's Watson School of Engineering.

Urban Community-School Collaborative

University of California

Richard C. Atkinson, President

316 Wurster Hall
Berkeley, CA
94720-1870

The Urban Community-School Collaborative is sponsored by the University of California (UC) Office of the President. The program supports K–12 education in the State through collaborative efforts of the university's nine campuses with local school districts and communities and with other institutions throughout California. UC established the collaborative in 1990 in response to recommendations of the UC Task Force on Black Student Eligibility. The Urban Community-School Collaborative brings the university's human and technical resources to bear on the continuing crisis in urban education, recognizing that any effort to address contemporary urban education issues must be comprehensive and long term.

There are 32 ongoing initiatives of the Urban Community-School Collaborative among the UC's nine campuses, each at various stages of development. Some focus on African-American youth, while others are aimed more broadly at ethnically and linguistically diverse student populations. Each campus has a "planning group on local collaboration" that brings members of the university administration and faculty together with community leaders, organizations, and school districts to evolve and plan strategies for addressing local K–12 problems. The collaborative also holds statewide and regional conferences and forums for educators, other professionals, and lay people involved in local cooperative efforts.

Previous Contents Next

Last revised: 3/25/1999

HUD HOME OUP HOME SEARCH SUGGESTION BOX

TOPICS
- about oup
- in the news
- funding
- scholarly activities
- outreach
- publications
- university chat
- conferences/meetings
- phone book

Student Volunteerism

Biola University

Clyde Cook, President

13800 Biola Avenue
La Mirada, CA 90639

Kingdomworks Project

The Kingdomworks Project, funded by the Weingart Foundation in Los Angeles, California, is a program that touches the lives of residents in local communities. Four years ago, an intern in the Chaplain and Student Ministry Department of Biola University in La Mirada, California, developed the Kingdomworks Project in cooperation with the Kingdomworks Ministries of Philadelphia, Pennsylvania. Collaborating with several schools in Anaheim, California, 25 Biola students volunteered to tutor and mentor at-risk children. Today, all 2,000 undergraduate students at Biola volunteer through this multifaceted program. Some provide one-on-one assistance to at-risk young people through a big brother/big sister program, while others work with runaway youth at The Way In, a drop-in shelter in Hollywood, California. Biola students also volunteer by visiting the elderly at nearby convalescent homes, spending time with local youth in prison, or working with terminally ill patients at an AIDS hospice in Los Angeles. Through After School Rock, the volunteers visit the inner-city neighborhoods of Santa Ana to offer tutoring, Bible stories, and other activities to English- and Spanish-speaking children. Another project, the Brown Bag Ministry, serves the homeless. Students can donate one or two meals each week from their meal plans to feed the homeless, and they can forge relationships with homeless men, women, and children through weekly visits.

Bradley University

John R. Brazil, President

1501 West Bradley Avenue
Peoria, IL 61625

Adopt-A-School

Bradley fraternity and sorority members provide one-on-one tutoring and mentoring to children in grades 1-4 at the Whittier Primary School in Peoria. The Adopt-A-School Program is a mostly student-run partnership between the school district and fraternities and sororities on campus. The Whittier School principal and teachers train volunteers. Bradley students meet individually with 90 primary school students for about 2 hours weekly to build positive relationships aimed at boosting the children's confidence and self-esteem.

Barnyard Economics

The concept of the Barnyard Economics project is to teach fundamental economics to elementary school students through children's theater. Twenty-four members of Students in Free Enterprise, a campus organization, created scripts for two children's plays about making choices and the characteristics of money. They presented the plays for more than 3,500 children at 45 schools in the Peoria community. The students next created and implemented a 9-week economics class for at-risk children in Harrison Grade School that revolved around the Barnyard Economics plays. This educational project included eight lessons, a field trip to the Chicago Museum of Science and Industry, and a trip to a dairy farm. The class taught 24 fourth graders about important concepts related to decisionmaking, including opportunity, cost, scarcity, and product resources. The project also communicated the importance of deciding to stay away from gangs and drugs, eat well, and stay in school. At the end of the 9-week program, the children wrote a "rap" play incorporating these ideals and presented the play to their parents, classmates, and teachers.

HIV/AIDS Peer Education Program

The university funds a volunteer peer education program that trains peer educators to talk with high school students in the Peoria School District about HIV/AIDS and related facts and myths, including issues such as transmission, prevention, and testing, as well as how to communicate with a partner and how to deal with negative peer pressure to engage in sexual activity. The peer educators address district high school students within their health education classes and within Operation Snowball, and middle school students participating in Operation Snowflake. Operation Snowflake and Operation Snowball are lock-ins for students at their schools where they listen to health professionals talk about issues concerning such things as drugs, alcohol, and AIDS. Only high school students stay overnight at these programs. In addition to the educational component, students also participate in games.

Homework Hotline

Bradley University students volunteer to staff a nightly homework hotline for local middle school children. The hotline -- the result of a partnership between the university and the Neighborhood Coalition's Positive Youth Development Committee -- gives children the help they need with homework and provides an opportunity to increase their self-confidence, improve their decisionmaking skills, and enhance their self-esteem.

Bryant & Stratton College, Eastern Hills Campus

William B. Schatt, Director

200 Bryant & Stratton Way
Williamsville, NY 14221

Technology Training for Boy Scouts

Through a partnership with the Greater Niagara Frontier Boy Scout Council, volunteers from the Eastern Hills Campus train local Boy Scout troops on computer-related topics, including the history of computers, databases, word processing, and spreadsheets. To date, 150 Boy Scouts have earned merit badges in computing through this project.

Technology Training for Teachers

When the Amherst Central School District of Buffalo, New York, embarked on a 5-year technology and computer plan, student demand for computer lab time and equipment was so great that time and space were not available for staff training. Through a partnership arrangement, the Eastern Hills Campus of Bryant & Stratton provided a training facility and computer equipment and Amherst provided instruction, enabling the school district to train more than 150 teachers in various software programs over the past 3 years.

Coker College

James D. Daniels, President

300 College Avenue
Hartsville, SC 29550

Coker Educational Outreach

With funding from local donations, Coker College in Hartsville, South Carolina, works with the local community to provide guidance and volunteers for any educational project of merit. Student volunteers visit schools to assist in local classrooms and encourage students to stay in school. As part of a current school beautification project, Coker students, faculty, and employees are offering guidance and volunteer assistance to relandscape the grounds of a community elementary school. The college also provides Hartsville residents with space for art exhibits and offers technical expertise for community projects in specialized areas.

College of Osteopathic Medicine of the Pacific

Philip Pumerantz, President

College Plaza
309 East Second Street
Pomona, CA 91766-1889

Pomona Community Health Action Team

In 1994 community activists and students at the College of Osteopathic Medicine of the Pacific (COMP) created the Pomona Community Health Action Team (PCHAT) to address the lack of health services for medically underserved residents of Pomona, California. Forty student volunteers -- from the college's physician, physician assistant, physical therapy, and health professions education programs -- provide free health screenings to adults and children by attending monthly community health and education fairs at rotating school sites. COMP students take medical histories and perform basic exams under the supervision of licensed health professionals, alert community residents to any health problems they detect and refer them to available services, and provide immunization against diseases such as polio and hepatitis. Student volunteers also teach classes in nutrition and women's health. More than 550 medically indigent adults and children have received free services under the PCHAT project during the past 18 months. Student volunteers receive the satisfaction of providing care to those who would not otherwise receive it and benefit by also receiving valuable clinical training.

Partners in the project are diverse. The local police department supplies a mobile trailer and offers information on crime prevention; the Pomona Valley Hospital Medical Center furnishes medical supplies, low-cost flu shots, and a referral service;

the Associated Pomona Teachers and the Hispanic Youth Task Force provide translation services; and the Pomona Unified School District offers immunizations through its Healthy Start Program.

College of the Canyons

Dianne G. Van Hook, President

26455 North Rockwell Canyon Road
Santa Clarita, CA 91355

Early Start at COC: At-Risk Youth

The College of the Canyons (COC) Foundation and the Santa Clarita Valley Boys and Girls Club (BGC) have formed a partnership to introduce higher education to at-risk youth. The objectives of the Early Start at COC Program are to make BGC members more aware that college is a viable option for young people from low-income families, provide 2-year scholarships for BGC members, and establish mentoring relationships between club members ages 14-17 and successful students from COC.

In 1995 representatives of the COC Foundation and the Santa Clarita BGC held a series of meetings to develop criteria for awarding scholarships, design mentorship arrangements, and launch a fundraising drive for scholarships. Fifteen honor students at COC were identified and oriented as mentors. Scholarship criteria were explained to interested BGC members, and applications were solicited. Plans were made for the first group of scholarship recipients, who began college in August 1996, to participate in an orientation, counseling session, tour, and dinner at COC. Mentoring is scheduled for high school sophomores and juniors who are BGC members and will be eligible to apply for Early Start scholarships in the next 2 years. This program will familiarize these students with the COC campus and introduce them to successful students from their own neighborhoods. The COC Career Center will inform them of career possibilities after high school or college graduation.

Cornell College

Leslie H. Garner, Jr., President

600 First Street West
Mount Vernon, IA 52314

Metro Area Housing Program

Cornell College students in Cedar Rapids, Iowa, are involved in a variety of projects to support the Metro Area Housing Program (MAHP). Through internships and group projects, students provide demographic and economic analyses for MAHP, a nonprofit community agency that develops affordable housing for low- and moderate-income families. Student volunteers also help with housing renovation projects. Cornell and MAHP are considering several new service-learning initiatives that will soon allow students to study community development through their involvement with MAHP projects.

John Brown University

LeVon Balzer, President

2000 West University
Siloam Springs, AR 72761

Day of Caring

As part of their freshman orientation, students and orientation leaders from John Brown University participated in the Benton County, Arkansas, United Way's Day of Caring, part of the yearly kickoff for the United Way fundraising campaign. More than 300 students worked on projects such as window cleaning, painting, and cleanup for community organizations. Organizations assisted included the Adult Development Center, the Child Development Center, the Manna Center, the Dogwood Literacy Council, the Salvation Army, the Senior Activities Center, and the Heritage Heights housing development.

More information on John Brown University

Johnson & Wales University

John A. Yena, President

8 Abbot Park Place
Providence, RI
02903

Technology Support Center for the Providence Public Schools

The Technology Support Center provides computer support to the Providence Public Schools. Graduate and undergraduate students from Johnson & Wales University and Providence College serve as volunteer computer mentors who work with teachers and students to develop computer projects related to the curriculum. Johnson & Wales students also provide emergency technical assistance and support to teachers who encounter problems with software or hardware. Each of the 40 public schools in Providence has a variety of computer-related needs involving training teachers, repairing and upgrading hardware and software, connecting to the Internet, and mentoring students in computer use. Most teachers do not have time to experiment with computer systems, keep up with software, develop curriculum-related computer projects, or work individually with students. Funds for computer training and technical support for schools are not available because of leaner education budgets and a shortage of classroom space.

This year, 45 college students worked as Johnson & Wales Technology Support Center volunteers to mentor more than 150 children and 8 classroom teachers. In addition to weekly volunteer sessions, interns have collaborated with university faculty to develop special projects for public school teachers. In addition to responding to computer emergencies and software installation calls, Technology Center volunteers helped connect a middle-school computer lab to the Internet through RINET, a Rhode Island high-speed statewide Internet service for community agencies. Financial support for the Technology Center is provided by HELP, a nonprofit organization founded in 1994 by Brown University, Johnson & Wales University, Providence College, and the Rhode Island School of Design.

More information on Johnson & Wales University

Lancaster Bible College

Gilbert A. Peterson, President

901 Eden Road
Lancaster, PA
17601

Student Field Education Internship

Students from Lancaster Bible College gain an awareness of the needs of homeless persons by volunteering with the Water Street Rescue Mission in Lancaster, Pennsylvania. Each week approximately 20 students volunteer for various mission projects, providing an average total of 60 hours of volunteer work per week. Student activities include organizing and distributing furniture and clothing to former mission residents, conducting a "Good News" club for residents' children, and serving an evening meal to residents, which includes caring for children during mealtime and providing meal cleanup.

Lenoir-Rhyne College

Ryan A. LaHurd, President

P.O. Box 7483
Hickory, NC 28603

Tutoring Partnership

Through a grant from the Episcopal Church of the Ascension in Hickory, North Carolina, 10 Lenoir-Rhyne education majors tutor elementary school students who need special help and provide regular one-on-one assistance before the children fall too far behind. The Lenoir-Rhyne tutors receive orientation from Hickory City Schools before they begin teaching in two area schools. The grant was obtained through the efforts of a Lenoir-Rhyne alumnus who is affiliated with the church.

Lycoming College

James E. Douthat, President

700 College Place
Williamsport, PA
17701

FLOAT Program

Two Lycoming students created and organized the First Church Lycoming Outreach and Tutoring (FLOAT) Program, which now involves more than 65 student and senior citizen volunteers serving at-risk children. The volunteers run a successful afterschool weekly tutoring program at the First United Methodist Church in Williamsport and also provide tutoring at a local elementary school. The program operates under a 3-year AmeriCorps grant through the Pennsylvania Service Scholars Program.

Freshman Service Day

All incoming freshmen at Lycoming College spend half of their first Saturday on campus as volunteers in Williamsport, Pennsylvania, community service programs. Freshman Service Day introduces approximately 360 student volunteers to the community each year, and students contribute more than 1,400 hours on that day alone. Volunteers perform all types of projects -- from clearing debris in State parks to planning activities for nursing home residents. This year, students volunteered for a multitude of tasks, including sorting and categorizing unmarked cans of food for American Rescue Workers, tutoring children at local churches, helping with church repairs, visiting residents of a local senior citizens' home, painting and installing drywall with the Habitat for Humanity, and cleaning up the YMCA playground.

Lynchburg College

Charles O. Warren, President

1501 Lakeside Drive
Lynchburg, VA
24501

Lynchburg College Chapter of Habitat for Humanity

The Lynchburg College Chapter of Habitat for Humanity works with the Lynchburg City Chapter to build affordable homes for low-income families within the city of Lynchburg, Virginia. The college chapter has built a Habitat house approximately every 2 years since 1988. Student volunteers raise funds to help cover the chapter's share of home construction costs, and they help construct each home. In addition to its partnership with the city chapter, the college chapter has created funding and construction partnerships with other community organizations, including Randolph Macon Woman's College, Liberty University, the greater Lynchburg area Disciples of Christ Churches, and the area Kiwanis and Rotary International. Student members of the college chapter have begun to raise funds for construction of the college's fifth house, which will be built during the 1997-98 academic year.

White Rock Hill Community Education Center

For the past 2 years, the White Rock Hill/Lynchburg College partnership has provided a safe environment for inner-city children from low-income families after school and during the summer. Through the White Rock Hill Community Education Center, which is funded by a Federal grant from Learn and Serve America, two student coordinators and volunteers work with approximately 25 neighborhood children in the Community Education Center's afterschool enrichment program 3 days each week. Student volunteers help with homework and participate in recreational activities and other projects designed to promote the children's personal safety, self-esteem, and sense of community pride.

Midlands Technical College

James L. Hudgins, President

P.O. Box 2408
Columbia, SC
29202

Columbia Kids in Cyberspace

Columbia Kids in Cyberspace is one in a series of innovative computer-access proj-ects undertaken by Midlands Technical College Ambassadors, a student honors group that performs community services work, and the Cooperative Ministry. The goal of the Cyberspace project was to improve children's computer skills and provide them access to research resources. The project partners were able to place 150 computers in city parks located in low-income neighborhoods, homeless shelters, and police stations throughout Columbia, South Carolina. College staff and students repaired the computers and upgraded them with donated modems. College ambassadors also trained staff and worked directly with the children, teaching computer skills and helping the children with their homework. The Central Carolina Community Foundation provided grant money to install the park computers, and a local information network supplied Internet access and a Web page. The project's current goal is to install a minimum of three computers in each city park.

Mount Olive College

J. William Byrd, President

634 Henderson Street
Mount Olive, NC
28365

Math Outreach in Education

Mount Olive College student volunteers provide one-on-one support to students attending two Mount Olive, North Carolina, public schools through the Math Outreach in Education project. The college students tutor children in mathematics to reinforce concepts covered in their classes. Local teachers report marked improvement in participants' grasp of mathematics as a result of the tutoring. Improvements have also been noted in the children's attitudes toward math and in their self-image.

Nazareth College of Rochester

Rose Marie Beston, President

4245 East Avenue
Rochester, NY
14618-3790

Partners for Learning

Through the Partners for Learning Program established in 1991, Rochester, New York's Nazareth College students work in Rochester City Schools and at the Lewis Street Neighborhood Center to help students improve academic performance. Approximately 75 Nazareth students participate as teacher assistants, often giving one-on-one attention to the children. While improving school performance of at-risk children, Nazareth students -- most of whom are education majors -- increase their cultural awareness and develop professional teaching skills.

Rutgers University

Joseph A. Potenza, Provost

Thompson Hall
P.O. Box 231
New Brunswick, NJ
08903-0231

New Brunswick Urban Ecology Program

For the past 3 years, Rutgers University students and faculty have worked with agencies, organizations, and individuals in the city of New Brunswick, New Jersey, on a broad array of projects focused on food, nutrition, and the environment. Rutgers students involved in the Community Gardening and Nutrition Education Program work with public housing communities to grow seedlings, help coordinate planting days, and construct beds for gardens where residents can gather fresh fruits and vegetables. In the Youth Farmstand Project, student volunteers provide positive role models and teach at-risk youth about the activities involved in running a small business, from purchasing produce through marketing to local customers. Rutgers students also play an active role in the Children's Gardening and Environmental Education Program, teaching children in public housing communities the basics of organic gardening and the local ecology and providing activities that promote literacy, creativity, health, and social skills. This program has been expanded to the New Brunswick school system as the School Yard Ecology Project, which includes a course at Rutgers that will create a steady pool of trained student volunteers to help teachers and communities run the program. In addition to university funding, these projects receive funds from State government agencies, several foundations, and local businesses and banks.

More information on Rutgers University

St. Joseph College

Winifred E. Coleman, President

1678 Asylum Avenue
West Hartford, CT 06117

Tutor/Mentor Program

Members of the Intercultural Student Association (ICSA) at St. Joseph College in West Hartford, Connecticut, have developed a Tutor/Mentor Program for sixth graders at West Hartford's King Phillip Middle School. ICSA volunteers are matched with middle school students based on the children's intercultural needs. The volunteers provide one-on-one tutoring, support, and encouragement to children who need extra help in specific subjects and in areas such as English as a second language, study habits, and communication and interpersonal skills. Each semester, the sixth graders and the ICSA volunteers participate at least once in a special on-campus cultural or social program that enhances both the children's learning experience and the tutoring relationship. The program is funded through ICSA by the Student Government Association.

San Juan College

James C. Henderson, President

4601 College Boulevard
Farmington, NM 87402-4609

San Juan College Volunteer Center

The San Juan College Volunteer Center provides liaison between 199 community agencies and 800 potential volunteers while offering the community volunteer-related training, organizing, and consulting services. The center, based at this Farmington, New Mexico, college, serves as an important connection between volunteer service and the academic curriculum of the college by helping students find course-related volunteer work. Students enrolled in a psychology course, for example, mentor at-risk fifth and sixth graders through the "We're College Bound" Program. A local soup kitchen also benefited from student volunteers enrolled in a leadership and group dynamics class. The students focused a 10-hour service-learning assignment on refurbishing the soup kitchen with the help of Meridian Oil & Gas, which agreed to allow employee participation in the project with full pay and benefits. The students recruited 20 volunteers from the company's workforce and solicited additional needed project resources from other community businesses. Numerous community projects have been initiated through the center's partnership with community agencies, including a Youth Issues Roundtable, at including a Youth Issues Roundtable, at which local teenagers identify and discuss issues important to them, and special projects such as coat drives and the creation of a picnic/play area at the local emergency shelter.

Tougaloo College

Joe A. Lee, President

500 West County Line Road
Tougaloo, MS
39174

Community Service Program

Tougaloo College, located in Tougaloo, Mississippi, requires students who have entered the college during or after the 1992-93 school year to complete 60 hours of community service as part of their graduation requirement. The students receive no compensation or academic credits for their efforts and choose the areas in which they will work. The college pays all expenses related to program operation and places students with one of several community organizations with which it has developed partnerships, including the American Cancer Society, Catholic Charities, Head Start, Habitat for Humanity, and Girl Scouts of America. Through their participation, students make a positive difference in the community and in their own lives.

Union College

Jack C. Phillips, President

310 College Street
P.O. Box 905
Barbourville, KY
40906

Bulldog Buddies

The Bulldog Buddies project at Union College pairs volunteer Union students with youth who live in the Barbourville Housing Authority. The project is similar to a big brothers/big sisters program: each student volunteer acts as a source of support for a youngster or teenager from the public housing community. Twenty student volunteers and their young counterparts talk on the telephone at least once each week and spend time together at least twice monthly. About three times each semester, the Bulldog Buddies also share group activities such as pizza parties, sleigh riding, and overnight camping. These events are funded through the Office of the Dean of Students. The Bulldog Buddies have also formed a basketball team.

University of California, Berkeley

Chang-Lin Tien, Chancellor

316 Wurster Hall
Berkeley, CA
94720-1870

UrbanPlan

The UrbanPlan is an annual community-service activity through which Berkeley graduate students help high school students in Oakland, California, plan and design their own neighborhoods. The student-run UrbanPlan was created 4 years ago by master's program students in City and Regional Planning. Each successive generation of graduate students trains the next group. The student volunteers conduct classes, workshops, and field trips in cooperation with a teacher at the high school. The academically challenging program builds teamwork and exposes the high school students to career options and policy issues as they confront urban design, economic, and social issues in real-world conditions. The high school students enjoy the challenges and responsibilities of working on real-world problems, seeing actual applications of their math and social studies skills, and making presentations to a review panel of community and technical experts.

For the past 2 years, the Oakland Technical High School students involved in UrbanPlan have targeted the area around the MacArthur BART rapid transit station. Their presentations have been found to be helpful and inspiring to local citizens' groups involved in the project.

University of North Carolina at Wilmington

James R. Leutze, Chancellor

601 South College Road
Wilmington, NC
28403-3297

Women in Leadership Mentoring Program

The University of North Carolina at Wilmington's Women in Leadership Mentoring Program links women university students with community leaders in their fields of study. Students meet regularly with these professionals and attend workshops and panel discussions. Through the program women students work with role models who help them enhance their leadership skills and self-confidence. Participants also learn more about their fields of study and form networks for future job opportunities. The program maintains a list of community leaders who wish to serve as mentors for university students.

More information on University of North Carolina at Wilmington

University of Redlands

James R. Appleton, Vice President/CEO

1200 East Colton Avenue
Redlands, CA 92374

Big Buddies Program

University of Redlands students volunteer to serve as role models and tutors for primary school children in Redlands, California, through Big Buddies, a child-enrichment program designed to introduce children to new friends, new ideas, and new ways to study and to have fun in the university setting. Big Buddies volunteers spend a minimum of 2 hours each week in a group setting with the "little buddies," ages 6-11. The volunteers provide friendship and tutoring and help the children develop new interests, channel their energies, improve their social skills, and experience success. Funded by the Associated Students and the Town and Gown, the program is based on the rewards reaped from establishing a positive relationship between an older role model and a younger child. The children come to the university campus weekly to participate in recreational activities, to be tutored, and to begin to see college as a possibility for the future.

William Carey College

James W. Edwards, President

498 Tuscan Avenue
Hattiesburg, MS
39401-5499

Community Service Days

Community Service Days at William Carey College allow college students to interact with people of all ages, most of whom are economically disadvantaged. The students spend their Saturdays working with Habitat for Humanity, the Domestic Abuse Family Shelter, and the Boys and Girls Club near this Mississippi school. William Carey students also perform community service at the Christian Services Center, which feeds the homeless, and for the city of Hattiesburg, by cleaning, painting, and maintaining city properties.

Previous Contents Next

Last revised: 3/25/1999

HUD HOME OUP HOME SEARCH SUGGESTION BOX

Community in the Classroom

TOPICS
about oup
in the news
funding
scholarly activities
outreach
publications
university chat
conferences/meetings
phone book

Angelo State University

E. James Hindman, President **P.O. Box 11007, ASU Station**
San Angelo, TX 76909

"Up and Coming" Scholars Program

Angelo State University and the San Angelo, Texas, Independent School District have established the "Up and Coming" Scholars Program to encourage students with high academic ability from low-income families to attend the university after graduating from high school. Each spring principals of all San Angelo junior high schools, using guidelines established by the school superintendent and the university president, select up to 60 eighth graders to participate in the program. The students must complete the Texas Scholars curriculum specified for grades 9-12, maintaining an academic standing in the top half of their class each year and a grade of at least 70 in all curriculum courses. The students must meet specified attendance standards, serve as "constructive role models" for other students in and out of class, and be members of the Drug-Free Youth in Texas Program. Students who successfully complete the special curriculum and other high school graduation requirements receive academic scholarships for the cost of tuition and fees for 4 years of undergraduate study at Angelo State University.

Beaver College

Bette E. Landman, President

450 South Easton Road
Glenside, PA
19038-3295

Collaborative Project With the Morris E. Leeds Middle School of Philadelphia

In partnership with the Morris E. Leeds Middle School of Philadelphia, Pennsylvania, Beaver College provides academic and financial support to selected inner-city middle school students. Since 1992, 10 Leeds Middle School eighth-grade students have been chosen each year to participate in a summer enrichment program and to receive year-round mentoring and tutoring services. After successfully completing high school, participants receive a financial aid package covering 75 percent of the cost of college tuition and fees. The first program participants will be eligible for admission to Beaver College in fall 1996.

The summer enrichment program, which is held in July on the Beaver College campus, includes breakfast in the student dining hall each morning, followed by classes in mathematics, science, and African-American history. Beaver College students serve as mentors and tutors for participating students and attend educational and cultural activities with the students throughout the year. The project is funded by the Consortium for the Advancement of Private Higher Education and the Citizens' Scholarship Foundation of America. In addition, community leaders raise scholarship funds to assist students in the program to attend the colleges of their choice.

Capital Community Technical College

Conrad L. Mallett, President

61 Woodland Street
Hartford, CT 06105

"Campus of Learners" at Charter Oak Terrace

Capital Community Technical College is a key partner in the technology and vocational skills development components of the Campus of Learners, a comprehensive neighborhood revitalization project in Hartford, Connecticut. The Hartford Housing Authority and its many committed educational, neighborhood, government, business, and support services partners will demolish the neighborhood's current public housing complex, replacing it with an economic development zone and newly designed homeownership units. All housing units, schools, and tenant organization offices will be wired for access to the "information superhighway." Capital Community Technical College, located adjacent to the public housing community, will operate the supportive Campus of Learners. In addition to offering support for computer users, the college will provide residents with access to satellite, microwave, and cable transmissions and offer classroom space, including an interactive video and a computer-aided instruction classroom. Committed to helping meet all community needs, the college also will provide space for a convenient one-stop shop for various other support services and community programs. Already, 100 residents are attending courses in nursing and other health fields, natural sciences, engineering, and the arts.

Carl Sandburg College

Donald G. Crist, President

P.O. Box 1407
Galesburg, IL
61402-1407

Educational Technology Center

The Educational Technology Center in downtown Galesburg, Illinois, is a state-of-the-art technology resource formed through a partnership among Carl Sandburg College, Knox College, and Community School District 205. Funded by private-sector contributions and two State grants, this consortium supports the training needs of area businesses and those of Carl Sandburg College and Knox College students and faculty members.

The 7,000-square-foot Educational Technology Center has 58 computer workstations and 3 computer laboratories, 2 computer classrooms, 1 teleconference room, and a distance learning classroom. The distance learning classroom is linked electronically to eight higher education institutions, one high school, and the Maytag Refrigeration Products employee training center. The center conducts interactive satellite video conferences, "downlinks" educational and business-related broadcasts, and is also used by local businesses and organizations for staff training.

Carroll Community College

Joseph F. Shields, President

1601 Washington Road
Westminster, MD
21157

Home Care Challenge

Carroll Community College's National Workplace Literacy Program, known as Home Care Challenge, has developed a workforce-specific curriculum to improve the job skills and career opportunities of home health aides, one of the fastest growing occupations in the United States. Now in its second year, the curriculum emphasizes literacy, problemsolving, critical thinking, communications, reporting and documentation, self-esteem, team building, and career development skills. Home health aides learn from activity guides designed to address familiar work situations, such as communicating with an elderly patient, helping clients be more independent, and assisting patients who are incontinent. The college offers flexible hours and individualized, self-paced studies to meet students' employment schedules and personal needs. Financial incentives are available to participants. Over the course of 3 years, the program plans to train 70 health aides.

Volunteer Management Training

To address the need for volunteer services during this era of corporate downsizing, Carroll Community College in Westminster, Maryland, in partnership with the State of Maryland and Carroll County, has designed a certificate program in volunteer management. Assistance in designing the curriculum was provided by an advisory council consisting of representatives from the Governor's Office of Volunteerism; the Maryland Council of Directors of Volunteer Services; Maryland Public Television; the Human Services Program of Carroll County, Inc.; the county's Department of Citizen Services; and churches, schools, and other local organizations.

The college's volunteer management training courses are focused on enhancing the knowledge and skills of volunteer managers. The program is directed toward those who foster volunteerism in nonprofit organizations, government agencies, parks, hospitals, nursing homes, school systems, and corporations. It enrolls students who are experienced volunteer coordinators, newly appointed volunteer managers, and others who wish to learn more about volunteerism as a profession. Certification in this nationally endorsed program requires completion of 75 noncredit hours in 6 core courses, including Professional Development and Ethics, Basics of Planning a Volunteer Program, and Effective Volunteer Recruitment. Individual courses can also be taken without a commitment to certification.

Columbia University, Teachers College

Arthur E. Levine, President

525 West 120th Street
New York, NY 10027

Professional Development School Partnership

The Professional Development School Partnership (PDS) is a collaborative relationship involving Teachers College of Columbia University, Manhattan's Community School District 3, and the United Federation of Teachers. Now in its seventh year, the purpose of PDS is to rewrite the traditional school-university relationship in order to enhance the professional development and practice of preservice teachers, experienced teachers, and college faculty. Although each PDS initiative is unique, all provide an opportunity for teachers and teacher educators to reflect on their work through mentoring, assuming new professional responsibilities, and collaborating with other PDS participants. Participants exchange professional knowledge with one another through the PDS network of schools, and each partner organization contributes funding to PDS.

Darton College

Peter J. Sireno, President

2400 Gillionville Road
Albany, GA 31707

Tech Prep Programs

Darton College, located in Albany, Georgia, offers two Tech Prep Programs: DoLeeCo Tech Prep Consortium (composed of Darton College, Albany Technical Institute, and the Dougherty County and Lee County school systems) and the Early County Tech Prep Consortium (composed of Darton College, Albany Technical Institute, and the Early County School System). These programs link postsecondary educational programs with curriculums at three area school systems to train students in critical thinking, problemsolving, and other academic and employment skills. Academic and technical instruction is coordinated from high school through the postsecondary level to create an educational climate in which all students can learn. Tech Prep Programs are funded through the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990, with inkind support from consortium members.

Delaware Technical & Community College, Terry Campus

Marguerite M. Johnson, Vice President/Campus Director

1832 North duPont Parkway
Dover, DE 19901

Community Outreach Program

The Community Outreach Program is implemented via a community-based college campus that provides postsecondary educational opportunities to underrepresented, nontraditional students who are residents of low-income subsidized public housing neighborhoods. The campus is located at the Senate View Apartments in Dover, Delaware, and offers services such as introductory courses in math, English, and reading; academic and career counseling; and professional development seminars and workshops.

The program is a partnership with the Dover Housing Authority. Other partners in the program include Mellon Bank, Delaware Cooperative Extension Program, Child, Inc., Telemont Corporation, Legal Aid Clinic, the U.S. Department of Labor, and the AmeriCorps service program. Funding comes in part from the Dover Housing Authority through a Family Investment Center grant from the U.S. Department of Housing and Urban Development.

Greensboro College

Craven E. Williams, President

815 West Market Street
Greensboro, NC 27401-1875

Academy for Leadership in Government

The Academy for Leadership in Government is a partnership between Greensboro College and Greensboro, North Carolina, community leaders and volunteers that provides training, support, and encouragement to individuals considering participation in the local political arena. The academy's goals are to ensure the continuing quality of community leadership and to "reinstate the nobility of public office." Twice each year, the academy offers seminars on leadership skills and styles, campaign skills, media relations, decisionmaking, ethics, and other relevant topics. Seminar presenters include experienced practitioners who have held public office in the Greensboro area and career professionals accomplished in the topic areas. In addition to college personnel, individuals involved in this project include two former mayors, representatives from city and county governments, a newspaper editor, and members of the NAACP, League of Women Voters, and the Greensboro Chamber of Commerce.

Indiana University East

David J. Fulton, Chancellor

2325 Chester Boulevard
Richmond, IN
47374-1289

Access to Higher Education

Through the Access to Higher Education Program, Indiana University East and Whitewater Community Television (WCTV) link the community and the university through a college of the airwaves that provides access to higher education for nontraditional students, who make up a large part of the university's student population. Located on the university campus, WCTV is a not-for-profit public, educational, and government access center that provides educational services to the towns of Richmond, Centerville, and Spring Grove and eastern Wayne County. Operating two channels, WCTV carries a wide range of educational and community service programming. During the 1995 fall semester, WCTV cablecast the university's first live, interactive class enabling students to participate in class from their homes. In addition, WCTV broadcasts "Focus on the Arts," which features artists from the university and surrounding community.

Established in 1988, WCTV makes cable television resources available at no cost to private citizens, community groups, government organizations, schools, colleges, and universities. Resources include training, production, consultation, video equipment, and air time. The station also operates a community television bulletin board service that is open to any community organization to promote noncommercial activities, events, or services. Funding for WCTV is provided by Indiana University East; Richmond, Indiana; Wayne County, Indiana; TCI Cable; and individual membership fees and donations.

ITT Technical Institute, Houston West

D. Louis Christensen, College Director

**2950 South Gessner
Houston, TX
77063**

High School-to-College-to-Work Partnership

The High School-to-College-to-Work Partnership among the ITT Technical Institute, Houston West, Career Centers in both the Spring Branch and Katy Independent School Districts, and eight area high schools provides associate degree-level instruction in technological fields to juniors and seniors in three Houston area school districts. Participants in this 2-year program attend 90-minute classes at ITT 4 days each week to earn both high school credits and ITT college credits in electronics engineering and computer-aided drafting. ITT Educational Services covers all costs for instruction, texts, and tools. Tuition and lab fees are waived. The Federal School-to-Work Program covers the cost of busing students to and from school. During the 1995-96 school year, the first year of the program, 70 high school students participated; 200 students are enrolled for the 1996-97 school year.

John Brown University

LeVon Balzer, President

**2000 West University
Siloam Springs,
AR 7276**

Professional Development School

For the third year, John Brown University is joining the Siloam Springs School District and the city of Siloam Springs to implement a Professional Development School to improve the education of students and the preparation of teachers. Instructional teams of classroom teachers, teacher education faculty, and undergraduate student teachers offer each other guidance and professional support. University classes are held onsite in the middle school, and classroom teachers instruct classes at the university. This integrates the public schools and the university in preservice teacher training and increases preservice teachers' time in the classroom. The Professional Development School improves the curriculum in local public schools and also the quality of future teachers. The partnership results in shared decisionmaking among the city, the school district, and John Brown University. In addition, there are plans to establish a Student and Family Resource Center, expand the public school Continuing Education Program for adults, and continue the Adopt-a-School program.

Johnson & Wales University

John A. Yena, President

8 Abbot Park Place
Providence, RI
02903

Food Service Training

In partnership with the Genesis Center located in Providence, Rhode Island, Johnson & Wales University (JWU) teaches food-service skills to adult refugees and immigrants, provides them with internships at JWU facilities, and certifies them as entry-level food-service workers. The Genesis Center is a nonprofit, community-based school and support center offering a full-day educational program that prepares refugees and immigrants to become self-sustaining, contributing members of American society. The Culinary Skills Program, designed by a JWU graduate student in Culinary Arts and Food Service Management, is taught by JWU chefs. Because Genesis Center students speak little or no English, another JWU graduate student developed a special language training program to teach restaurant and cafeteria terminology. As part of this hands-on, 8-week training program, the students prepare and serve the center's daily noon meal; more than 700 hot lunches each week. This year, the university also offered six scholarships to program graduates. This partnership between the Genesis Center and JWU is funded by a Rhode Island Foundation grant.

Keuka College

Arthur F. Kirk, Jr., President

Central Avenue
Keuka Park, NY
14478

Opportunity Scholarship Program

The Opportunity Scholarship Program, which began in 1993, is a partnership between Keuka College and four school districts near Keuka Park, New York. The program places secondary school students in a college preparatory track, provides students with positive role models, and offers financial vouchers for students to use if they choose to enroll at Keuka College.

High school students must complete a sequence of Regents-level courses in math, social studies, English, and laboratory science. (In New York State, the State Board of Regents specifies curriculums for specified college-track courses, with examinations provided and graded by the Board, not local schools.) Successful completion of each year's sequence of courses earns students voucher certificates, which Keuka College will convert into first-year scholarships that can be renewed for three additional years. Throughout the year, Keuka College students provide academic and personal guidance to program participants.

For the 1995-96 academic year, more than 105 middle and high school students were enrolled in the Opportunity Scholarship Program. In 1994-95, 64 students in 2 districts registered for the program. In 1 district, of 53 students, 6 were awarded certificates. At one participating school, 7 of 11 students received certificates.

Lock Haven University

Craig D. Willis, President

Lock Haven, PA 17745

Early College Admission Programs for Urban and Rural High School Students

Lock Haven University of Pennsylvania has established early college admission programs with the School District of Philadelphia and two rural school districts. The programs provide basic education courses for low-income, high-risk, and academically talented students in grades 10-12. After completing the programs, students can enroll as second-semester freshmen in colleges of their choice. Program participants attend classes at Lock Haven University during three consecutive summers: 10th-grade students complete a 3-credit, 3-week general education course on "Matter and Energy"; 11th-grade students complete a 3-credit, 3-week course on Pennsylvania history; and students who have completed the 12th grade complete 7 semester hours of English, speech, and mathematics during their 5-week residence. The Pennsylvania Department of Higher Education, the State System of Higher Education, Federal Enterprise Social Service Block Grant program in partnership with the city of Lock Haven, and the Lock Haven University Foundation provide program funding.

Los Angeles Mission College

William E. Norland, Acting President

13356 Eldridge Avenue
Sylmar, CA 91342

Future Teachers Institute

Los Angeles Mission College and its partners -- the Los Angeles Unified School District and the California State University at Northridge -- conducted the Future Teachers Institute to articulate the roles that each institution can play in helping individuals obtain a teaching credential. At the institute, partners identified possible participants, developed an Associate of the Arts degree program, and articulated a transfer sequence to the university. These steps began to develop a teacher training program that will extend teaching career opportunities to minorities and economically disadvantaged populations. This program will expand on the concept of supervised fieldwork offered at the community college by creating a teacher assistant certification process and a continuing employment/education apprenticeship program at that level. Ongoing collaborative efforts of the K-12 districts, community colleges, and universities throughout the teacher candidates' education experience will address the rapidly changing student populations and needs in the K-12 districts.

Marymount Manhattan College

Regina S. Peruggi, President

221 East 71st Street
New York, NY 10021

Community Leadership Program

Marymount Manhattan College instituted the Community Leadership Program in recognition of the critical need for young, concerned New Yorkers to be actively involved in shaping the future of the city. This 4-year program combines liberal arts courses with a specially designed leadership curriculum that provides opportunities to apply knowledge and skills to critical urban life issues. Students begin with a 5-week academic summer session prior to their first semester, and during the 24-credit leadership program attend special courses in urban issues, social policy, and nonprofit management; take part in a series of field experiences and internships; and complete a senior project. Each of the 15 students that join the program receive a full scholarship to the college and additional support and guidance from two mentors, one from the agency that recommended them to the program and a second mentor from the Marymount Manhattan faculty. At the conclusion of the program, students receive a bachelor's degree in a major of their choice and have also gained community leadership skills.

Mercy College

Jay Sexter, President

555 Broadway
Dobbs Ferry, NY
10522

Community Access to Education

Established in 1990, Mercy College's Community Access to Education Program provides general education courses to introduce underserved adults to college academics and help them take significant strides toward earning bachelor's degrees. The program is offered through six extension centers located in schools in Brooklyn, Manhattan (two sites), Mount Vernon, Queens, and Yonkers, where students can complete 48 liberal arts credits to meet the college's general education requirements and 12 additional credits needed to earn an associate's degree. Because many extension center applicants lack adequate academic preparation, English proficiency, or both, a series of developmental and English as a second language (ESL) courses are available to students at each site. Students complete these courses before enrolling in general education courses. Each first-semester student enrolls in several required courses, including college experience; American culture; ESL, developmental writing, or composition (depending on placement test results); and ESL II, developmental math, or general math (depending on placement test results).

To enhance the program's availability to working students, most classes are held in the evening. Students have access to library services, learning centers, and computers as well as to academic, financial aid, and career counseling. Faculty and staff are recruited from local school districts as well as from Mercy College. Most students who participate in the program are eligible for maximum Pell and New York State Tuition Assistance Program (TAP) grants. Students who do not qualify for full financial aid may receive grants from the college to cover the cost of textbooks. More than 1,000 students are enrolled in the program, many of whom will earn an associate's degree and then transfer to Mercy College or to another college in the area. Community support for the program has been enthusiastic. Church groups and other organizations have developed childcare networks in some districts to enable parents to attend evening classes. In some districts, child care is provided onsite during class hours. One community donated shelter and financial assistance to a student whose apartment had been destroyed in a fire, making it possible for her to continue her studies possible for her to continue her studies.

Millersville University of Pennsylvania

Joseph A. Caputo, President

P.O. Box 1002
Millersville, PA 17551

Lancaster Partnership Program

Through the leadership of Millersville University, the school district of Lancaster, Pennsylvania, and major employers in Lancaster County, the Lancaster Partnership Program is brightening the educational future of local African-American and Latino students. This innovative program offers financially and academically eligible Lancaster School District students in grades 9-12 an incentive to finish high school and a unique opportunity to obtain a college education. Participants receive individual tutoring in reading, chemistry, and algebra. They also attend intensive skills development workshops after school once each month to improve their notetaking, study, time management, reading, and writing skills. Representatives of local businesses and college students volunteer for one-on-one work with participants and provide the mentoring and encouragement needed to ensure their success in the program. Parents also receive training to help their children succeed in school. Students who complete the prescribed academic curriculum with an overall C average are offered admission to the university, and as a result of this program, the number of county minority students enrolled in college has increased 100 percent. The university and nine business sponsors pay for tuition or room and board not covered by Federal or State grants. Business sponsors also offer the students internships as well as summer employment while they attend Millersville and job interviews after they graduate.

Mount Mercy College

Thomas R. Feld, President

1330 Elmhurst Drive, NE.
Cedar Rapids, IA 52402-4797

Project Access

Project Access is a program that addresses minority access to higher education in Iowa. The program is a collaborative effort involving Mount Mercy College and the Cedar Rapids Community School District. Qualified volunteers from the community and the college act as mentors for minority students in grades 6-12 through this innovative program. Each student accepted into Project Access must meet these requirements to remain in the program: maintain a certain grade point average; enter into a partnership agreement with their school and the college; and participate with the mentors in a combination of six cultural, personal development, or social events each year. A good school attendance record, positive attitude and behavior, and improvement in schoolwork are also essential for continued participation.

The goal of Project Access is to encourage minority students to enroll in and graduate from an institution of higher education. Students who successfully complete the program are guaranteed 4 years of free tuition at Mount Mercy. Since the proj-ect began in 1994, two Project Access students have graduated from Mount Mercy. Of 41 students currently enrolled in the project, 4 are in college, 17 in high school, and 20 in middle school.

Northeastern University

John A. Curry, President

360 Huntington Avenue
Boston, MA 02115

Tobin Scholars Program

Northeastern University in Boston, Massachusetts, is building bridges to the future through its Tobin Scholars Program. The program is based on a unique partnership that includes the university, a public school, and the private sector as well as students at Boston's Tobin Elementary School, their families, and Northeastern University students. Through this program, 100 inner-city children from one of Boston's least prosperous neighborhoods will receive full-tuition scholarships to Northeastern when they graduate from high school and qualify for university admission. The university also offers each Tobin scholar a wide range of support services through program components addressing academic enrichment, role modeling, family support, and motivational needs that improve each scholar's chances of entering and graduating from Northeastern.

From the time Tobin scholars are selected in the sixth grade until they graduate from high school, they participate in summer enrichment programs and receive academic tutoring at Northeastern's Balfour Academy. Student volunteers from the university provide one-on-one mentoring for the Tobin scholars, who are surrounded by poverty, gangs, drugs, and deprivation. The mentors provide caring support and help enhance the children's self-esteem; by the 11th grade, the Tobin scholars themselves become mentors to younger children participating in the program. In the Career Horizons portion of the program, the children learn the importance of a college degree and explore career options. The Tobin scholars meet authors, astronauts, and other professionals to broaden their frame of reference and to define the larger world to which they will have access with a college degree.

Pennsylvania State University, DuBois

Graham B. Spanier, President

College Place
DuBois, PA
15801-3199

Post-Secondary Educational Opportunity Community Partnership

Pennsylvania State University, DuBois campus, is part of a partnership in Elk and Cameron Counties that provides needed postsecondary educational opportunities to residents in rural north-central Pennsylvania. Other partners in this program include the University of Pittsburgh at Bradford and the Community Education Council of Elk and Cameron Counties, which serves the surrounding communities as a resource center for higher education needs. Council members identify the educational needs in the region, and the universities cooperatively develop a schedule of courses to best meet those needs. The universities offer Elk and Cameron County residents numerous certificate programs (both credit and noncredit) and five onsite degree programs: associate degree programs in Business Administration, Materials Engineering Technology, Information Systems, and Nursing; and a bachelor's degree program in Business Management. Certificate programs are offered in Quality Management, Business Management, Materials Engineering, and Nursing Management. At program startup in 1992, the council enrolled 31 students; by the 1994-95 academic year, enrollments had increased to 111. Many courses qualify for a tuition subsidy from the Erie County Technical Institute, and employees from local manufacturing firms receive significant reductions in tuition and fees through employer contributions. The council and the partner universities share marketing and promotional expenses.

Pratt Community College & Area Vocational School

William A. Wojciechowski, President

348 Northeast State Route 61
Pratt, KS 67124

Tech Prep Consortium

Pratt Community College & Area Vocational School is one of only four community colleges in Kansas to include an area vocational school, a certification that allows the college to provide secondary as well as postsecondary vocational training. Vocational programs available include business/computer technology, automotive technology, agriculture, building trades, welding, and computer-aided design.

The Tech Prep Consortium, in its fifth year, focuses primarily on an integrated vocational curriculum for grades 9-14 (the first year of high school to an associate degree from the community college). To align the curriculum, high school and Pratt faculties meet and share course content, competencies, lab exercises, and student outcomes. Evaluation methods and course syllabuses are considered. This information sharing reveals duplications or omissions in skills progression and course content. Courses are then sequenced by grade level or semester and evaluated by the high school's counselor, who considers general education requirements for high school graduation as well as elective courses. College-level courses are reviewed in the same way. The aligned high school and community college program identifies courses necessary for successful program completion, including core-curriculum requirements. This material is then shared with the Tech Prep Leadership Committee, which publishes suggestions in the form of a guide to assist students and school counselors in career education decisionmaking.

Rocky Mountain College

Arthur H. DeRosier, Jr., President

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Billings, MT 59012

Montana Consortium

The Montana Consortium is a partnership between Rocky Mountain College and three tribal colleges (Fort Peck Community College, Little Big Horn College, and Salish Kootenai College) that allows the four colleges to share courses via telecommunication and to facilitate the transfer of graduates from the 2-year tribal colleges to Rocky Mountain College to complete a 4-year degree. Since becoming part of the U.S. Department of Energy's Science and Technology Alliance, the consortium has worked with Sandia, Los Alamos, and Oak Ridge National Laboratories to upgrade the colleges' staffing, student development, science curriculums, and equipment and to create computer networks and Internet connections. Although they are located throughout the State, the consortium colleges conduct a joint water quality study, share a lecture course (with scientists from the national laboratories), exchange courses, and conduct regular planning sessions at interactive video sites located at all four colleges.

Salve Regina University

Sister Therese Antone, President

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Newport, RI
02840-4192

Aquidneck Island Minority Student Scholarship

Salve Regina University's Aquidneck Island Minority Student Scholarship Program awards a full-tuition scholarship to a qualified, disadvantaged Rhode Island student each year. Recipients of the scholarship must be residents of Aquidneck Island and graduates of one of the island's five senior high schools: Rogers High School, Middletown High School, Portsmouth High School, St. George's School, or Portsmouth Abbey. Recipients must also be members of one or more federally recognized minority groups: African American, Asian American, Hispanic American, or Native American. Since the program was established in 1992, the university has awarded five scholarships. The Chicago-based Prince Charitable Trusts has provided a grant of $15,000 to support this program.

Southern Arkansas University Tech

Steven G. Gamble, President

SAU Tech Station
Camden, AR 71701

Center for Government Training

The Center for Government Training, a training division of Southern Arkansas University Tech, located in Magnolia, Arkansas, offers continuing education programs for Arkansas county clerks, treasurers, tax collectors, and circuit clerks. These programs create opportunities to enhance professional development, improve management skills, introduce new ideas, and emphasize the public servant's role in maintaining high standards in the respective offices. These programs are cooperative ventures with several relevant professional associations such as the County Tax Collectors Association. The courses range from office administration to dealing with new legislation. To recognize their participation, students receive continuing education units and a certificate of completion from the center.

Tulane University

Eamon M. Kelly, President

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New Orleans, LA 70118

Tulane/Xavier Campus Affiliates Program

Through the use of resources from Tulane/Xavier Universities, the Tulane/Xavier Campus Affiliates Program works to transform distressed areas of New Orleans into affiliated campuses of learning. The geographic clusters that encompass each of the city's 10 public housing developments are the targets of the program, which has two primary goals: economic self-sufficiency for public housing residents and surrounding neighborhoods, and the enhancement of Tulane and Xavier's capacities to provide education, research, and service programs to distressed urban areas. Activities sponsored by the Affiliates Program include coordinating resident leadership groups to facilitate communication between residents and the universities, collecting and analyzing data to assess and prioritize problems in public housing developments, and enhancing university programs that support Affiliates Program activities.

University of California, Los Angeles

Charles E. Young, Chancellor

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Los Angeles, CA
90024

UCLA Community Scholars Program

The University of California, Los Angeles (UCLA) Community Scholars Program seeks to provide local leaders, regardless of their educational background, with the skills needed to shape economic development policy in their communities and to become more effective policy advocates. Graduates of the program, who represent almost every major ethnic group in the region, have been drawn from community and labor groups throughout the Los Angeles area -- from San Fernando to Santa Fe Springs, from Venice to Boyle Heights. All applicants must be sponsored by a community-based organization in which they are active. Participants have the same access to faculty advisors, library services, and other academic resources available to full-time graduate students.

UCLA established the program 5 years ago with a research grant from the Rockefeller Foundation to study how universities could be more useful to their communities. In the first year of the program, participants prepared a critique of the city's strategy for promoting tourism, which they found had ignored working class and minority communities. This critique led to the creation of a Tourism Industry Development Council. Other projects have included research that helped to shape the strategy for a major labor-organizing campaign in the city's Alameda Corridor, home to the country's largest concentration of manufacturing workers; a study that influenced the formation of Los Angeles' first African-American garment industry association; and the creation of a bilingual workshop on money and banking that local community organizations are replicating. This year's focus is on worker ownership of manufacturing facilities.

UCLA School Management Program

UCLA's School Management Program (SMP) works with schools in the Los Angeles Unified School District that have voted to join reform efforts of the Los Angeles Educational Alliance for Restructuring Now, a consortium of business, government, community, and education leaders dedicated to reforming Los Angeles city schools. Founded in 1992 as a joint effort of the Anderson School and the Graduate School of Education and Information Studies, SMP is a national management, education, and technology training center for K-12 educators. Nearly 200 schools completed SMP training in the program's first 3 years of operation.

University of Houston, Victoria

Karen Haynes, Interim President

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Victoria, TX
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Shields Elementary School Minority

Mathematics and Science Education Cooperative The Shields Elementary School Minority Mathematics and Science Education Cooperative is a partnership effort among 9 universities, 2 community colleges, and 30 predominantly minority and disadvantaged elementary schools from 14 school districts in Texas. The University of Houston, Victoria works with the Shields Elementary School and the Victoria Independent School District. The program increases teachers' basic conceptual knowledge of mathematics and science while raising their understanding of the diverse cultural characteristics of their students. Each year, the program selects a cognitive and an affective focus of training. For example, in the first year, the dual focus was physical science and the effect of gender/ethnic expectations on student achievement. Teacher representatives from each elementary grade level, administration personnel, and the project director participated in nine all-day professional development meetings, with representatives training their peers. These meetings were followed by an intensive college-level course in the cognitive focus area. Monthly professional development meetings emphasized teaching math to minority students and involving parents.

University of Utah

Arthur K. Smith, President

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84112

Health Sciences Academy

The University of Utah Health Sciences Academy provides exciting educational experiences to approximately 50 local students from underrepresented communities. This project encourages students to enter the health professions, which ultimately will result in better health care for all Utah citizens. The Health Sciences Academy offers student workshops once each month that feature presentations by health professionals from different disciplines and hands-on experience in health science fields. Students who complete a full year of workshops can select a second phase of the program in which they help present workshops to new students and work on projects with graduate students in the university's health science programs. Community partners in this program include teachers and counselors from two school districts and a local Catholic high school and staff from the Salt Lake Community College, Utah State Office of Education, and Utah Area Health Education Centers.

Worcester Polytechnic Institute

Edward A. Parrish, Jr., President

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Worcester, MA
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School-College Collaboration in Mathematics and Science

In collaboration with local and State agencies, the Worcester Polytechnic Institute, located in Worcester, Massachusetts, offers a program that enables students majoring in science, engineering, and management to earn academic credits while working to improve the quality of mathematics and science education in the region's elementary and secondary schools. The program has also allowed students in local schools to gain experience with the Internet's World Wide Web. On another level, the program worked with the school system to provide computer modeling of vital management trends such as student mobility in Worcester, the second largest city in New England. In addition, the program operates the Massachusetts Academy of Mathematics and Science, a public high school located on the university campus for gifted 11th- and 12th-grade students. Seniors at the academy use their final year at the academy as their freshman year at the university, enabling them to earn a bachelor of science degree in 3 years.

Previous Contents Next

Last revised: 3/25/1999

TOPICS

- about oup
- in the news
- funding
- scholarly activities
- outreach
- publications
- university chat
- conferences/meetings
- phone book

HUD HOME OUP HOME SEARCH SUGGESTION BOX

Applied Research

Ball State University

John E. Worthen, President

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Muncie, IN
47306-0005

Housing Futures Institute

The Housing Futures Institute (HFI), a project of Ball State University's College of Architecture and Planning, applies research in housing design and construction to the needs of urban neighborhoods. HFI researchers work with public and private partners at the local level to produce demonstration housing prototypes. The pres-ent HFI initiative will focus on revitalizing targeted inner-city neighborhoods in the State of Indiana, including Gary, Indianapolis, Terre Haute, Bloomington, and Columbus. Federal funds are administered through the Indiana Housing Finance Authority. Key objectives of the project include promoting job opportunities and training programs, creating incentives for improved building methods, stimulating the economic health and growth of each participating city, and improving the quality of life in urban neighborhoods.

Kent State University, Stark Campus

Carol A. Cartwright, President

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44720-7599**

Affordable Housing Educational Advancement Developers

The Affordable Housing Educational Advancement Developers (AHEAD) project was developed jointly by the Ohio Packaging Corporation and Kent State University, Stark Campus, to assess the need for low-income housing for families with school-age children in Massillon, Ohio. The campus Office of Corporate and Community Services, in conjunction with university student volunteers, developed a needs assessment survey instrument, conducted the survey, compiled the data, and presented the findings in a report. Massillon City schools joined the AHEAD partnership to develop, implement, and staff, along with university students, an afterschool learning-reinforcement activities center at the project site.

Women in Transition

The Women in Transition study surveyed local need for a residential center and a nonresidential resource center for women in transition resulting from divorce, death in the family, drug abuse, or other significant events. Although initial funding was received from three county foundations, money was not available to analyze the data and write a report. Kent State University's Office of Corporate and Community Services and Department of Sociology faculty volunteered to complete a statistical analysis of the study data, and followup focus groups are planned.

Loyola University, Chicago

John J. Piderit, S.J., President

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Chicago, IL 60611

Policy Research Action Group

The Policy Research Action Group (PRAG), an organization of Chicago-based academics and community activists, has been building a collaborative research network to better link research and grassroots activism. PRAG is a network of four universities -- Loyola University, Chicago; University of Illinois at Chicago; DePaul University; and Chicago State University -- and more than 25 community organizations in the Chicago metropolitan area. As the lead organization, Loyola University, Chicago, coordinates PRAG activities among the universities and between the universities and community groups.

PRAG matches researchers with community-based organizations (CBOs), funds grassroots policy research projects, develops research "apprenticeships" within CBOs, encourages undergraduate and graduate students to consider careers in community-based research, and disseminates research results to policymakers and community activists. PRAG has supported more than 130 collaborative projects on such diverse topics as intervention strategies to reduce child exposure to lead poisoning in low-income neighborhoods, housing development without displacement in low-income neighborhoods, development of a jazz historic district in Chicago's Southside African-American community, the relationship between public transportation development and economic growth in moderate- and low-income communities, and job potential associated with recycling programs.

Rutgers University

Joseph A. Potenza, Provost

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P.O. Box 231
New Brunswick, NJ 08903-0231

Project Community

Project Community, established in 1994, provides free research services for community-based organizations (CBOs) in New Jersey on topics related to community revitalization projects. An initiative of the Center for Urban Policy Research (CUPR) at Rutgers University, New Brunswick campus, Project Community assists CBOs in obtaining comprehensive planning information (e.g., census data and housing and economic analyses) to support implementation of economic development projects and other projects to rebuild their communities. CBOs often are unable to afford the dedication of staff and time required to research and acquire this information. Project Community involves collaboration between CUPR and other Rutgers faculty and university graduate students from the Bloustein School of Planning and Public Policy to carry out the research.

Projects completed include an economic impact analysis for the Affordable Housing Network of New Jersey on its bond issue proposal to build affordable housing and create jobs, and a study of census indicators that helped the New Jersey Community Loan Fund decide how to retarget its lending assets to aid economic development.

Southern University

Marvin L. Yates, Chancellor

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Southern Branch
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Baton Rouge, LA 70813

Service Learning Program's Research Initiative

Southern University at Baton Rouge requires students to complete 60 hours of community service to receive their bachelor's degree. In 1992 the University entered into a partnership with the Clarksdale and Monte Sano Public Housing Developments to combine the service project with a research project. Participants in the Service Learning Program provide training in such areas as basic parenting, housing repair, adult literacy, afterschool tutoring, job searches, and health care. Researchers focus on parental growth, assessing the effect of parental influence on child development and neighborhood quality. Researchers also track the development of the student volunteers.

State University of New York College at Buffalo

Muriel A. Moore, Interim President

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1300 Elmwood Avenue
Buffalo, NY 14222-1095

Project FLIGHT

Project FLIGHT (Family Literacy for Intergenerational Growth and Home Teaching) was established in 1994 to combat the pervasive and fundamental social problems associated with undereducation and poverty. The project has three integrated components: the Research and Consultant Team, which provides technical assistance in a variety of areas, including training, funding, program design, development and service delivery, advocacy, and research initiatives; the Family Literacy Resource Center, which provides research materials, books, videos, pamphlets, and access to computerized search and information referral systems; and the Family Literacy Consortium for Buffalo and Erie Counties, New York, based at Buffalo State College, which consists of 120 individuals from educational institutions, libraries, volunteer organizations, social service agencies, government agencies, and businesses serving educationally disadvantaged women and their families.

Project FLIGHT's accomplishments include its focus on literacy as a vehicle for generational change to improve children's chances for success in today's society; development of the "International Model for Family Literacy," presented at the Fourth Annual United Nations World Conference/Nongovernmental Organization Forum-for Women held in Beijing, China, in 1995; and distribution of books to 50,000 children in the Buffalo State College region to stimulate reading, literacy, and a love of learning.

University of North Carolina at Wilmington

James R. Leutze, Chancellor

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Wilmington, NC
28403-3297

Dry Pond Community Profile

Students and faculty at the University of North Carolina at Wilmington (UNC-Wilmington) conducted the Dry Pond Community Profile project to assess social, economic, and demographic data for this low-income neighborhood in Wilmington, North Carolina, for the period from 1980 to 1990 and to construct a neighborhood profile enabling planners, community groups, and citizens to visualize the changes that occurred during that period and to identify the neighborhood's strong and weak points. The profile analyzed census data at the block group level, and all maps were digitized using geographic information system technology. The Dry Pond Community Profile was funded by a grant from the Center for Teaching Excellence and received technical support from Wilmington's City Planning Department. Parts of the final profile will be used in the city's strategic plan.

University of Texas, San Antonio

Samual A. Kirkpatrick, President

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Community Connections Collaborative

The University of Texas, San Antonio, teamed with four San Antonio school districts to develop a curriculum that connects inschool experiences with community-based research. Working collaboratively with teachers at two primary schools where most of the students are inner-city Mexican-Americans, university faculty engaged students in projects that allowed exploration of Hispanic social, historic, and political events as well as folk medicine practices existing within their own communities. Specific activities included investigating murals depicting Hispanic themes at a Federal housing project where most of the students live and visiting a community center that houses daycare programs, programs for the elderly, a thrift shop, and a social services referral agency. As part of this successful project, conducted under the auspices of the Model Schools Program, the children developed multimedia presentations to demonstrate their enhanced understanding of their communities.

Previous Contents Next

Last revised: 3/25/1999

HUD HOME OUP HOME SEARCH SUGGESTION BOX

Major Institutional Change

TOPICS

about oup
in the news
funding
scholarly activities
outreach
publications
university chat
conferences/meetings
phone book

Arizona State University

Lattie F. Coor, President

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Community Outreach Partnership Center

Arizona State University's (ASU's) Community Outreach Partnership Center (COPC) features a multidisciplinary faculty team that works in partnership with local residents and city of Phoenix staff. COPC provides applied research and technical assistance to a variety of urban initiatives. The primary goal of this HUD-funded effort is to empower neighborhood residents with the skills and knowledge that are essential to community revitalization, which will assist them in overcoming existing economic, education, and social ills. COPC's efforts are focused on three key areas: community organization and planning, economic development and employment, and education and job training. Faculty, residents, and city staff assist participants by providing services in leadership training, community-based planning, economic visioning, small business development, employment and job training, youth services, school-to-work transition, and injury prevention. ASU student volunteers participate in public service projects that support COPC activities, such as mentoring, tutoring of young people and adults, and community cleanup projects.

Early Childhood Interdisciplinary Initiative

Through the Early Childhood Interdisciplinary Initiative, ASU is developing a new training model for providing professional students in any discipline with the opportunity to participate in coursework or practical experiences with those in other disciplines to integrate services at the community level. The initiative provides multidisciplinary training for students preparing to work as nurses, social workers, speech-language pathologists, audiologists, psychologists, child development specialists, early childhood teachers, and early childhood special educators. Students take courses outside their major department and engage in practical experiences with professionals in the community.

While the primary goal of the initiative is to prepare professionals who work cooperatively to improve the well-being of children and families, the program also seeks to establish partnerships between the university and community agencies, businesses, and families and to encourage interdisciplinary research and scholarly activity on the needs of young children and families. ASU components participating in the program include the colleges of Education, Nursing, Social Work, and Liberal Arts and Sciences. Community partners include the Honeywell Corporation, Southwest Human Development, and Summa Associates.

Rio Vista Community Charrette

As one of its Community Outreach Partnership Center activities, the Arizona State University, College of Architecture and Environmental Design, and the city of Phoenix hosted the Rio Vista Community charrette (a planning process/tool that produces a three-dimensional plan of a neighborhood or city). Rio Vista is a close-knit community, primarily Hispanic, with strong family and neighborhood ties and an agricultural and rural background. At present, the future of this neighborhood rests with forces outside the community. The charrette brought together planning and design professionals, faculty from other research departments, and local community leaders to identify these outside forces and to develop strategies to empower Rio Vista residents with a stronger voice in the future of their community.

2+2+2 Partnership Program

Arizona State University developed the 2+2+2 Partnership Program to attract high school students to the field of teaching. The program targets traditionally underrepresented students, economically disadvantaged students, or first-generation college students majoring in special education, science, math, bilingual education, and early childhood education.

In partnership with local high school districts (Agua Fria, Mesa, Phoenix, and Tempe) and the Maricopa Community College District, ASU helps students progress through the three stages necessary for completion of ASU's College of Education Professional Teacher Preparation Program. In the first stage, the program offers high school students skill-building workshops, mentoring, work experience, job preparation skills, financial aid and scholarship workshops, and college and university survival workshops. In the second stage, the program provides students with a structured academic program at the community college. In the final stage, students complete the Professional Teacher Preparation Program at ASU.

Urban Community Service Program Youth Violence Partnership Projects

In 1993 the Urban Studies Center of Arizona State University (ASU) and the Arizona Department of Juvenile Corrections (ADJC) created a partnership to develop community-based approaches to reduce and prevent youth violence in high-crime areas of Phoenix. The partnership implemented services -- tutoring support, job search skills, parenting classes, and independent living, health, and substance-abuse classes -- in a gang-free facility in south central Phoenix for youth convicted of serious crimes.

The partnership has three goals. The first goal is to design and conduct a multipurpose, community-based program to help youth transition from ADJC facilities to their families and the community. To accomplish this goal, parole officers assign juvenile offenders released from detention to partnership programs. The second goal is to expand community-learning opportunities at ASU. ASU provides internships, fellowships, and scholarships for students and faculty who extend their research and instruction into the community and bring community members into the university. Research grants of $5,000 have been awarded to 15 faculty members during the past 3 years for research on topics such as gangs and the perception of violence, the culture of girls in juvenile detention facilities, and attitudes toward schools and education. The third goal is to develop a partnership network of ASU and ADJC personnel, families of ADJC youth, and community groups. One supporting objective of this goal is to communicate the importance of the partnership youth program to parole officers. ASU plans to continue the programs such as service learning, internships, and assistantships.

This program was funded by the Urban Community Service Program, Division of Higher Education Incentive Programs, U.S. Department of Education.

Urban Teacher Corps Partnership Program

Established in 1989, the Urban Teacher Corps Program helps instructional aides earn teaching degrees in bilingual education, English as a Second Language, and other specialty areas where there is a shortage of teachers. The Corps Program is a partnership among ASU's College of Education and Extended Education, Rio Salado Community College, and eight inner-city elementary school districts. Each program partner provides advice, mentoring, counseling, and financial aid to program participants. The partners also provide special scheduling of courses and release time from work so that students and staff are able to attend classes, workshops, and meetings. Graduates of the program return to the participating school districts to become classroom teachers.

Duquesne University

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Community Outreach Partnership Center

The Community Outreach Partnership Center is a HUD-funded initiative. To promote this program, Duquesne University developed a strategy for addressing the needs of the community by establishing a University-Community Collaborative Project. The first recommendation to come out of this project was to identify two neighborhoods -- East Liberty and the Hill District -- in Pittsburgh that have been the focus of significant investment by the city.

The university has organized various programs to address the needs of the community. These include mediation training, job opportunities, and counseling for youth to decrease gang behavior; preventative health care for senior citizens; marketing, financial, and legal services for local development corporations and businesses to support real estate and business development; and the strengthening of community institutions. In East Liberty the university has focused on youth and reinforcing the community's business development efforts by helping to solve the growing problem of gang-related violence and providing business legal services. In the Hill District, efforts have supplemented the Weed and Seed Program. In addition, the university has devoted resources toward reinforcing housing investments through the establishment of a wellness clinic that will help residents learn how to live better and enable students to become more involved in promoting wellness activities.

Portland State University

Judith A. Ramaley, President

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Portland State University has decided to become a truly urban university, serving the needs of its community. To do this, it has undertaken the following initiatives.

Accelerated Schools

Four years ago, Portland State University (PSU) entered into a partnership with Stanford University to improve academic learning in underachieving schools. The Accelerated Schools Program shifts educational focus away from students' learning deficiencies and helps schools identify students' individual strengths and develop an enriched curriculum to build on those strengths.

PSU faculty conduct 5-day training sessions to instruct and coach school staff on how to implement this model for school change. Each school sets its own priorities, such as school climate, discipline, community involvement, or student achievement. A "coach" from PSU's faculty continues to work with each school as a resource on changing needs or research matters for approximately 3 years. The Accelerated Schools project began with 3 elementary schools and now has been adopted by a network of 10 schools in Oregon and Washington.

Business Outreach Program

The Business Outreach Program, initiated in 1994, is an innovative partnership that helps Portland neighborhoods build and keep small businesses and aids their growth through a model of mentoring with technical assistance provided by the program staff, Portland State University faculty, and students. The partnership provides technical assistance in development of business plans, marketing studies, accounting and information systems, personnel policies, compensation systems, inventory control systems, training modules, and other activities. The Business Outreach Program has created new jobs through both new and expanded businesses; many of these businesses are minority owned. In addition, technical assistance has recently been extended to community-based organizations that are key to the community infrastructure. For example, university students have constructed accounting systems and a database for an organization involved in youth development. The program has assisted 80 companies and has involved more than 230 students to date. Funding initially came from large Portland area businesses. In 2 years, the program has attracted additional donations and regional foundation grants and has expanded to provide two offcampus offices in Portland. Funding has also been received from the Portland Bureau of Housing and Community Development.

Gresham Studios

In coordination with the city of Gresham and the Institute of Portland Metropolitan Studies, the Department of Architecture at Portland State University implemented the Gresham Studios, a 3-year series of architectural and urban design studies addressing design and planning issues common to cities throughout the Portland metropolitan region. Much of the work has been concentrated within the city of Gresham, whose population has doubled in the past decade. Students study urban design issues and recommend actions to city planners. The issues addressed have included development of mixed-use structures supporting transit use and redesign of a typical suburban shopping mall into a street and building pattern compatible with the fabric of historic suburban core areas. Participants meet once each week for 4 hours and contribute another 20 to 25 hours of fieldwork, which includes meeting with community groups, conducting research, and gaining hands-on proj-ect experience in their field. The city, faced with a declining budget, receives valuable information and help at no cost. The program is funded through a Service Learning Pilot Project grant and the university's Department of Architecture.

Urban Ecosystems Project: Enhancing Interdisciplinary Teaching and Learning in North Portland Middle Schools

PSU collaborated with community partners to implement a needs-based interdisciplinary math, science, and social science curriculum in three North Portland middle schools. The project's goals are to enhance academic achievement, promote citizenship, and facilitate lifelong learning by capitalizing on the central role of schools in the lives of "high risk" students and their families. Portland State, Portland Public Schools, the Urban League of Portland, businesses, families, and community-based organizations are involved in this partnership to increase the students' will to stay and succeed in school. Over the next 5 years, middle school teaching teams will attend university-hosted summer institutes and other planning sessions to produce an Urban Ecosystems curriculum. In addition to classroom activities, the curriculum will use the urban community to demonstrate everyday applications of math and science. Urban League staff will serve as advocates and liaisons to enrich outside-of-school time for students in the program. Activities for students outside the classroom include peer mentoring, special training, and leadership development.

Watershed Stewardship Partnership

The Watershed Stewardship Partnership between Portland State University and the Portland, Oregon, City Council links the city and its citizens with university faculty and students. The partnership is directed toward implementing an advocacy and research project designed to promote strategies for monitoring, protecting, and improving local watershed conditions. Portland State students involved in the proj-ect conduct field education activities for middle school children and participate in service-learning classes as part of their university curriculum. The classes focus on evaluating and documenting watershed conditions through stream walks, on building a model to calculate water flow, and on the effects of stormwater drainage patterns in the watershed area. Portland citizens are also involved in numerous project activities, including tours, assessments, and the creation of watershed councils. As the Watershed Stewardship Partnership evolves, the university plans to develop a certification program that will provide several weekends of training for Portland citizens who require technical knowledge and organizational skills to engage in watershed enhancement activities.

State University of New York at Buffalo

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Art Education Department/Buffalo Public Schools Collaboration Project

The SUNY College at Buffalo's Art Education Department collaborates with four Buffalo public schools to enhance the quality of art instruction for children in city schools and to advance the training of future art teachers. The project provides inservice training in art education methods for public school art teachers. Experts in the field come to the Buffalo State College campus to lead general sessions on art education, followed by a series of all-day, small-group workshops on specific topics. In addition, art majors at the university fulfill practicum requirements at the four participating schools -- Stanley Makowski Early Childhood Center, Public School #53, Build Academy, and Public School #71 -- enriching the children's learning experience and enhancing their own understanding of urban youth. To date primary funding for the program has come from the State University of New York Research Foundation and the Center for the Development of Human Services. In addition, Buffalo Public Schools provide buses to transport students and faculty to participating schools.

University Community Initiative

The University Community Initiative is a long-term, comprehensive venture by the University at Buffalo, the city of Buffalo, and the town of Amherst to revitalize neighborhoods surrounding the university campus. The initiative's goal is to build a lively, cross-class, multicultural community. Three areas identified as critical to the community's health and vitality include housing and neighborhood development, safety and security, and education. The initiative plans the following activities to improve quality in these areas: neighborhood planning, identification of financial resources, establishment of a task force on safety and security, development of a community-as-classroom project, and appropriate commercial development. The university's Center for Urban Studies administers the initiative.

Trinity College

Evan S. Dobelle, President

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Trinity Neighborhood Initiative

To Create a Community of Learning With the installment of a new president, Trinity College has become a major player in the revitalization of its surrounding community. Trinity College has formed partnerships with major health and educational institutions; public and private sectors; Federal, State, and city governments; and community and neighborhood groups in a 10-block area north of the campus in Hartford, Connecticut. The partners share a stake in the future of this area and are committed to its revitalization. Funds committed to the project so far will provide new construction and development and low-rate mortgage financing. Homeownership is key to this neighborhood's stabilization plan. Other priorities include the construction of three new schools, a health and technology center, an early childhood and family resource center, and a boys and girls club. The schools, which are fully funded, include a Montessori magnet elementary school, a middle school, and a middle or high school science and mathematics resource center. The Allied Health and Technology Center will include a hands-on laboratory, major exhibits, exhibit construction, and a research division. The initiative also calls for connecting major institutions with residential units using computer networks for access to educational resources.

University of Colorado at Denver

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Colorado Center for Community Development

The Colorado Center for Community Development provides faculty, staff, and student resources from the University of Colorado system to assist rural and urban communities throughout the State with community development tasks. Priority is given to communities that lack resources to prepare town plans, formulate economic development strategies, and conduct program evaluations. The center administers the Urban Assistance Program, Rural Community Assistance Program, and Western Entrepreneurial Network. Among the programs' activities are studying home mortgage and small business lending, development of a "one-stop" employment center, performing market/economic analyses, publishing "how-to" manuals, and administering an entrepreneurial training program.

New Urban University

As the result of more than 20 campus meetings involving more than 500 community members, students, faculty, and alumni, the University of Colorado at Denver (UC-Denver) has established its vision as the New Urban University. Three major principles emerged from these meetings: The New Urban University will connect to the community; will integrate teaching, research, and service; and will be user friendly.

Connecting the university to the community requires working with key professional leaders and employers in Denver, committing university resources to improving the quality of life in Denver and urban centers everywhere, and enhancing students' learning experiences by using the city as classroom and integrating urban issues into the curriculum. Integration of teaching, research, and service requires involving students in the solution of urban problems; organizing centers and institutes as teaching sites with faculty members on staff; and providing incentives and training to faculty who wish to pursue this goal. A user-friendly culture will include consolidating student services to be more responsive to urban students' needs; creating a Division of Undergraduate Studies to provide more effective academic advising and support; improving orientation programs for faculty, students, and staff; and developing alternatives to the current academic calendar and course grid.

As an implementing mechanism, the university will create Millennium College, an "educational laboratory and testbed" that will include a wide range of UC-Denver's disciplines. Millennium College students will pursue flexible, individualized degree programs, and its faculty will consist of recognized, excellent teachers with a broad range of interests. The faculty will serve as mentors and collaborators. The college will focus on critical thinking skills and learning through engagement with real problems and issues.

University of Illinois at Chicago

James G. Stukel, President

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The University of Illinois at Chicago has refocused its teaching, service, and research mission to benefit its local communities. The following initiatives highlight this multidisciplinary commitment of resources toward neighborhood outreach.

Center for Urban Business

The Center for Urban Business (CUB) at the University of Illinois at Chicago contributes to economic development in Chicago by providing emerging businesses with resources to advance their enterprise. In the center, business owners can access computer networks, view business videos, use personal computers and other resource materials, attend monthly business forums, identify partnership and mentoring opportunities, and receive technical assistance.

The Center for Urban Business Information Incubator (CUBII) provides one-on-one assistance to novice computer users as well as advice and consultation to technologically advanced enterprises. Through CUBII, business owners can access computer networks such as the Illinois Small Business Development Center Network and the Internet.

Mile Square Health Center

In close proximity to three public housing developments, the Mile Square Health Center (MSHC) is the largest freestanding healthcare provider in the Near West Side community of Chicago. MSHC is a Chicago Department of Health clinic that is managed and staffed by health professionals from the University of Illinois Medical Center and provides training for its students in the healthcare professions. Clinic services include adolescent medicine and family practice, pediatrics, gynecology/family planning, geriatrics, specialty clinic for the treatment of sexually transmitted diseases, HIV testing, dentistry, and pharmacy.

Nathalie P. Voorhees Neighborhood Center

Technical assistance and research in housing and neighborhood development are available from the Voorhees Center, which works with community-based and civic organizations and local governments on specific improvement projects. The center specializes in preparing plans and strategies for community development and in conducting research and providing assistance in the areas of low-income and public housing policy.

Project EFFORT: Enhancing Resiliency in Underserved Youth

The concept of taking responsibility for self is the framework used by this school-based, alternative program for teaching physical education. The program's goal is to foster resilience within underserved youth to the consequences of gangs, drugs, parental criminal activity, poverty, and neglect. A mentoring program was added recently to the project.

School-to-Work Incubator

The School-to-Work Incubator provides technical assistance to Chicago city colleges and public schools in developing and coordinating technical preparatory programs focused on curriculum and staff development. Business partners provide the work-based learning component of the program and assist in identifying additional business partners.

University of Pennsylvania

Judith Rodin, President

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Center for Community Partnership

In 1992, the University of Pennsylvania (Penn) established the Center for Community Partnership to create a new and effective alliance between Penn and the Philadelphia community (especially west Philadelphia), to promote internal coordination and collaboration among Penn community service programs, and to stimulate new creative initiatives linking Penn and the community.

The center works closely with the West Philadelphia Improvement Corps to create university-assisted community schools and to develop community-oriented, problemsolving curriculums. The center also maintains traditional community serv-ices, such as a mentoring program for middle school students, a postsecondary scholarship award program for west Philadelphia high school students, and annual drives to fill community needs. Working with the nonprofit West Philadelphia Partnership and other local community associations, the center focuses on west Philadelphia's economic development. Projects have included securing city funding for capital improvements of a major business corridor and developing strategic plans for housing and commercial revitalization of two area communities.

University of Tennessee, Knoxville

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UTK Community Outreach Partnership Center

The University of Tennessee, Knoxville's (UTK's) Community Outreach Partnership Center links university resources with organizations in low- and moderate-income communities to build relationships of mutual respect and promote capacity sharing. The center, created in 1994, serves as a clearinghouse to match teachers, students, and technical assistance providers with grassroots groups. Some referrals lead to long-term relationships such as joint university-community grant proposals and projects. The center sponsored a series of interdisciplinary graduate seminars focused on collaborative research and community development. As part of these seminars, students undertook projects with community-based organizations. Projects included providing legal assistance to organizations, documenting oral histories in a low-income neighborhood, and drafting a manual of employee rights in Tennessee. The center has undertaken specific faculty-sponsored research and action projects, including introducing nonprofit organizations to the Internet, investigating and documenting the effect of globalization on local communities, and developing economic literacy materials for small entrepreneurs in rural and urban areas.

University of Texas, Pan American

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Office of Center Operations and Community Services

The Community Outreach Partnership Center (COPC) is a HUD-funded initiative. COPC is a collaborative effort between the University of Texas, Pan American Center for Entrepreneurship and Economic Development (CEED) and the Center for Local Government (CLG). COPC calls for mobilization of university resources to act as a catalyst for economic and community development in the south Texas substandard, rural communities known as colonias.

Through a multidisciplinary approach involving the university's Social Work Department, School of Education, School of Health Sciences, Utah Border Health Coordination Office, CEED (an extension of the School of Business), and CLG (an extension of the Political Science Department), the COPC demonstration project will develop a model for enhancing sustainable economic and community development in colonias. The model is being piloted in Cameron Park, Progreso, and Las Milpas colonias, in the Rio Grande Valley of Texas.

The COPC process involves two distinct components to implement simultaneously: Community Outreach and Applied Research. Certain Community Outreach activities focus on community strategic planning initiatives, micro-enterprise revolving loan funds, crime prevention, preventive health care, and housing development. Research projects will be applied in nature and will address issues related to Health Care, Crime Prevention, Community Development, and Empowerment of low-socioeconomic, rural areas. Upon completion of the demonstration project, a manual will be developed for the purpose of replicating the project in other colonias.

Washington University

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Forest Park Southeast Revitalization

Washington University, through its Medical Center Redevelopment Corporation, has undertaken revitalization of the Forest Park Southeast neighborhood, located south of the Washington University Medical Center. This is the second phase of the university's Forest Park Southeast Revitalization development efforts; the first phase concentrated on revitalizing the area north of the Medical Center. One project component is designed to reduce density and increase the number of owner-occupied properties in the neighborhood through rehabilitation, conversion of two- and four-family apartments to townhomes, and low-interest home improvement loans. Through a consolidated management assistance program, the project will manage and market the majority of the neighborhood's rental property by utilizing a neighborhood-based umbrella organization to improve the condition and stability of the rental property. Project activities will also be designed to improve neighborhood appearance through a capital improvements program, increase public safety through a Community Oriented Policing/Problem Solving approach, and expand the Neighborhood Safety Network. The revitalization project will develop a Social Service Consortium to coordinate services of existing social service providers.

A neighborhood advisory board, including area residents, social service providers, neighborhood organizations, university personnel, city representatives, and local lenders, advises the project. Funding for the program components is provided by the university, the city of St. Louis, HUD, the Federal National Mortgage Association, area housing lenders, and neighborhood businesses and residents.

Yale University

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Yale University has decided to apply its considerable human and economic resources to assist the city of New Haven and its residents. Among the initiatives Yale is undertaking are the following.

Office of New Haven Affairs

Yale has created an Office of New Haven Affairs to focus the university and its faculty and students on local issues. Yale University is mobilizing the full range of its resources to advance local plans for community revitalization in the Dwight, Edgewood, and West River neighborhoods. The university participates actively in neighborhood management teams and utilizes HUD funding for community organizing and planning. Proposed activities include renovation of strategically located mixed-use buildings, promotion of homeownership, and community rehabilitation. The City Room at Yale will be used by neighborhood residents to obtain information on housing stock, economic and demographic trends, patterns of crime, and patterns of investments.

These neighborhoods will also benefit from Yale's Homebuyers Program, which provides $4,000 toward closing costs and $20,000 in payments over 10 years to employees who purchase homes in these neighborhoods. Major partners in this effort include the city of New Haven and the Hospital of St. Raphael. In addition, local banks have formed a consortium with the city to develop and sell blighted or abandoned properties to low- to moderate-income residents. Child Development and Community Policing Program In this program, the Yale Child Study Center and the New Haven Police Department work together through responsive community-based policing to mitigate the effects on children of exposure to violence. Officers from the city police department and faculty from the Child Study Center engage in structured information-sharing sessions about the challenges of dealing with children who are involved in or exposed to violence. Police officers are provided with information about child development in the context of particular cases. Child study clinicians are available on call for consultation with the police and with individual children and families. The program was recently recognized as a national model by the U.S. Department of Justice, which is providing funds to start similar efforts in other cities throughout the country.

Family Campus

Family Campus is an initiative sponsored by the city of New Haven, the New Haven Public Schools, and Yale University to strengthen elementary schools in their role as linchpins of human development in neighborhoods. The program promotes school reform and parent involvement and provides family support, child care, health care, and other services. Two sites were initially selected for the initiative in 1995, both in neighborhoods where there are a number of public housing sites. A group of local foundations, including the Community Foundation, provide funding and inkind resources.

The initiative is based on models developed by Yale faculty, particularly the Comer School Development Program and the Zigler School of the 21st Century. School staff receive training and guidance from the Yale Child Study Center and the Bush Center. At one school, State funds are being used to provide support services to children and families, and HUD's HOPE VI Distressed Public Housing Program will help create and staff additional programs. At the other school, State funds will enable the city to renovate an abandoned structure to expand early childhood programs. In addition, moneys from HUD's Community Outreach Partnership Center Program will contribute to the salary of a community organizer and to parent education.

Hope VI

As part of a comprehensive New Haven initiative, faculty, students, and administrative personnel at Yale University in New Haven, Connecticut, are actively involved in the Hope VI Project. The project focuses volunteer efforts on transforming the Elm Haven public housing community into a vital, livable, and stable mixed-income community. In a collaborative effort incorporating expertise from Yale's Law School, School of Architecture, and School of Management, Yale students and faculty collaborated with the Elm Haven Residents Council to create an onsite laundromat for community residents who had been traveling a mile each way to the nearest laundry facility. Volunteers from Yale Law School's Legal Services Organization provided counsel to the Elm Haven Residents Council during the laundromat-planning phase. Next, the School of Architecture volunteered the expertise of its students and faculty to design the laundromat. The School of Management helped assess the market and develop a business plan, and the Law School assisted in incorporating the business. The university and other local institutions also invested resources. The new business is owned and run by Elm Haven tenants.

Management Training Institute

The Management Training Institute is a collaboration between Yale University and the city of New Haven to equip city and Yale senior management with skills and tools to improve their work and organizations. The city's chief administrative office approached Yale for help in establishing a series of seminars, led by faculty from the Yale School of Management, for the purpose of promoting better city management. Recognizing that the needs of the university's managers were similar, Yale proposed that the series involve both city and university executives.

The program consists of eight full-day workshops, which focus on motivation and leadership, managing in changing times, team building, communication, problem-solving, employee relations, and time and project management. The inaugural series, begun in March 1996, had 45 participants drawn equally from the city of New Haven and Yale. In addition to helping participants improve working skills, the Management Training Institute promotes relationship building across "town-gown" lines and will help forge new professional ties between university and city staffs.

Previous Contents Next

Last revised: 3/25/1999

HUD HOME OUP HOME SEARCH SUGGESTION BOX

Contact Index

TOPICS

- about oup
- in the news
- funding
- scholarly activities
- outreach
- publications
- university chat
- conferences/meetings
- phone book

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Lenoir-Rhyne College
P.O. Box 7483
Hickory, NC 28603

Lock Haven University
Lock Haven, PA 17745

Long Island University, Brooklyn
University Plaza
Brooklyn, NY 11201

Long Island University, C.W. Post Campus
720 Northern Boulevard

University of Detroit, Mercy
P.O. Box 19900
Detroit, MI 48219-0900

University of Houston, Downtown
One Main Street
Houston, TX 77002-1001

University of Houston, Victoria
2506 East Red River
Victoria, TX 77901-4450

University of Illinois at Chicago
322 South Green Street, Suite 108
Chicago, IL 60607-3502

University of Maryland, Baltimore
511 West Lombard Street
Baltimore, MD 21201-1691

University of Maryland, Eastern Shore
Princess Anne, MD 21853-1299

University of Medicine and Dentistry of New Jersey
30 Bergen Street
Newark, NJ 07107-3007

University of Miami
P.O. Box 249178
Coral Gables, FL 33124-5010

University of Michigan
2068 Administration Building
Ann Arbor, MI 48109

University of Michigan, Flint
515 Mott Foundation Building
Flint, MI 48502-2186

University of Mississippi
109 Lyceum Building
University, MS 38677

University of Missouri, Columbia
105 Jesse Hall
Columbia, MO 65211

University of Missouri, St. Louis
8001 Natural Bridge Road
St. Louis, MO 63121-4499

University of Nebraska at Omaha

Brookville, NY 11548-1300

Los Angeles Mission College
13356 Eldridge Avenue
Sylmar, CA 91342

Lourdes College
6832 Convent Boulevard
Sylvania, OH 43560-2898

Loyola University, Chicago
820 North Michigan Avenue
Chicago, IL 60611

Lubbock Christian University
5601 19th Street
Lubbock, TX 79407-2099

Lycoming College
700 College Place
Williamsport, PA 17701

Lynchburg College
1501 Lakeside Drive
Lynchburg, VA 24501

Marist College
290 North Road
Poughkeepsie, NY 12601-1387

Maryland College of Art and Design
10500 Georgia Avenue
Silver Spring, MD 20902-4111

Marymount Manhattan College
221 East 71st Street
New York, NY 10021

Maryville University of Saint Louis
13550 Conway Road
St. Louis, MO 63141

Mercy College
555 Broadway
Dobbs Ferry, NY 10522

Metropolitan State University
700 East Seventh Street
St. Paul, MN 55106

Michigan State University
1801 West Main Street
Lansing, MI 48915-1097

Middlesex Community College
33 Kearney Square
Lowell, MA 01852

Midlands Technical College
P.O. Box 2408
Columbia, SC 29202

60th and Dodge
Omaha, NE 68182-0108

University of Nevada, Las Vegas
4505 Maryland Parkway, Box 453005
Las Vegas, NV 89154-3005

University of North Alabama
601 North Pine Street
Florence, AL 35632-0001

University of North Carolina at Wilmington
601 South College Road
Wilmington, NC 28403-3297

University of Notre Dame
310 Main Building
Notre Dame, IN 46556-5602

University of Pennsylvania
121 College Hall
Philadelphia, PA 19104-6380

University of Puget Sound
1500 North Warner
Tacoma, WA 98416-0662

University of Redlands
1200 East Colton Avenue
Redlands, CA 92374

University of Rhode Island
75 Lower College Road, Suite 7
Kingston, RI 02881-0806

University of Rio Grande
East College Avenue
Rio Grande, OH 45674

University of South Carolina at Union
P.O. Drawer 729
Union, SC 29379-0729

University of Southern Maine
P.O. Box 9300
96 Falmouth Street
Portland, ME 04104-9300

University of Tennessee, Knoxville
527 Andy Holt Tower
Knoxville, TN 37996-0150

University of Texas, Pan American
1201 West University Drive
Edinburg, TX 78539

Millersville University of Pennsylvania
P.O. Box 1002
Millersville, PA 17551

Millsaps College
1701 North State Street
Jackson, MS 39210

Monroe Community College
1000 East Henrietta Road
Rochester, NY 14623-5780

Montreat College
Box 1267
Montreat, NC 28757

Mount Mercy College
1330 Elmhurst Drive, NE.
Cedar Rapids, IA 52402-4797

Mount Olive College
634 Henderson Street
Mount Olive, NC 28365

Nazareth College of Rochester
4245 East Avenue
Rochester, NY 14618-3790

Niagara University
Niagara University, NY 14109

North Dakota State University
P.O. Box 2806
Fargo, ND 58108-2806

Northeastern University
360 Huntington Avenue
Boston, MA 02115

Northern Arizona University
P.O. Box 4092
Flagstaff, AZ 86011-4092

Northern Kentucky University
Nunn Drive
Highland Heights, KY 41099

Park College
8700 Northwest River Park Drive
Parkville, MO 64152-3795

Parkland College
2400 West Bradley Avenue
Champaign, IL 61821-1899

Pennsylvania State University, DuBois
College Place
DuBois, PA 15801-3199

University of Texas, San Antonio
6900 North Loop 1604
San Antonio, TX 78249-0603

University of Utah
203 Park
Salt Lake City, UT 84112

University of Wisconsin, La Crosse
Room 105 Main Hall
La Crosse, WI 54601

University of Wisconsin, Stout
P.O. Box 790
712 South Broadway
Menomonie, WI 54751-0790

Wake Technical Community College
9101 Fayetteville Road
Raleigh, NC 27603-5696

Washington University
One Brookings Drive, Box 1192
St. Louis, MO 63130

Waubonsee Community College
Route 47 at Harter Road
Sugar Grove, IL 60554

Weber State University
1001 University Circle
Ogden, UT 84408-1001

William Carey College
498 Tuscan Avenue
Hattiesburg, MS 39401-5499

William Woods University
200 West 12th Street
Fulton, MO 65251

Worcester Polytechnic Institute
100 Institute Road
Worcester, MA 01609-2280

Yale University
433 Temple Street
P.O. Box 208332
New Haven, CT 06520-8332

Youngstown State University
410 Wick Avenue
Youngstown, OH 44555

Previous Contents

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